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BIKOL LESSONS.

BY- EPSTEIN, JON

PEACE CORPS (DEPT. OF STATE), WASHINGTON, D.C.

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THE TWELVE LESSONS IN STANDARD SPOKEN BIKOL WHICH COMPRIZE THIS TEXT WERE WRITTEN FOR PEACE CORPS VOLUNTEERS WORKING IN THE PHILIPPINES. THE STUDENT IS TO CONCENTRATE ON ACQUIRING AURAL-ORAL SKILLS RATHER THAN ON READING AND WRITING. LESSONS CONSIST OF SHORT DIALOGS AND NUMEROUS DRILLS TO TEACH THE PRONUNCIATION PATTERNS AND GRAMMAR POINTS. INSTRUCTIONS ARE GIVEN TO THE TEACHER FOR CONDUCTING THE DRILLS AND FOR INCLUDING SUPPLEMENTARY MATERIAL SUCH AS SONGS. A SHORT GRAMMATICAL OUTLINE OF BIKOL HAS ALSO BEEN PREPARED FOR REFERENCE (SEE AL 000 501). (JD)

EDO 18773

BIKOL LESSONS

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Jan Epstein

1967

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AL 000 502

## ON THE USE OF THE BIKOL LESSONS

These Bikol lessons - covering four to five hours per lesson - are meant for experienced teachers familiar with the new ideas of foreign language-teaching. It's assumed that anyone else will not know how to make proper use of these materials.

For the experienced, some random suggestions:

Pace: The pace of the class should be brisk, lively. During dialogues and drills students should be expected to respond without pausing to think; during conversation and role-playing the pace should be relaxed. Class should never drag, students should be kept on their toes.

Variety: There must be a variety of activities, perhaps no single kind to last more than seven minutes. From a drill one may go into conversation, liven the pace by a quick review of the dialogue, brisk pronunciation practice, back to a drill, grammar, conversation, role-playing, a reading, etc. provided there is a logical sequencing of the activities. It is not necessary that the lesson items be followed one after another, one completed before the other is begun - provided you know what you are doing.

Naturalness: The teacher's spoken Bikol should be at all times natural in speed, intonation, and vocabulary (colloquial, common words); the class should especially try to achieve a natural intonation based on the teacher's model. Any utterance too long to be repeated should be started from the ~~middle~~ last part of the utterance, ~~and~~ building towards the front by adding on natural units (not the other way around).

Creativity: The teacher has the responsibility to revise the lessons when advantageous, to create exercises where there are gaps, to create as many challenges for successful communication as can be met by the class. As much as possible every set of drills should be followed immediately by informal questions practicing the pattern under focus. During role-playing, unexpected, playful questions and responses should be employed by both teacher and class to stimulate thoughtful use of the language. Avoid an excess of commonplace, bland language. The teacher is responsible for creating review exercises each day; these should be informal, questions-responses. The more important structures (the verbs and their affixes) must be reviewed constantly.

Keep a steady hand and a pleasant manner, anticipate grammatical difficulties and be prepared to answer questions efficiently, avoid inhibiting students by overcorrecting. Make the students work hard for each hour of class, so that they may leave class with the positive feeling of having accomplished something.

Drills : Always give students an example or two of how a drill is to go, what kind of response is expected. "Etc." means add additional cues as necessary (eight is a good number, then the model sentence can be changed).

Situations: These should always be controlled by the instructor, who takes a major role. The situation and roles each is to play should be explained, and each should try to "get into" his part.

Pot Pourri: The teacher, in creating - apart from the lessons as they now are - stimulating situations for the students to develop their spoken Standard Bikol, should make use of a pot pourri of items having to do with Bikol: songs, poems, transportation schedules (bus, train, plane, boat), riddles, jokes, legends, folktales, etc. menus, recipes, popular idioms. Some of these might be incorporated into situations, e.g. transportation schedules in a How-do-I-get-to... and When-does-the-bus-leave? situation. The well-known songs should of course be learned.

As much as possible lesson materials (dialogues and drills) should not be looked at by students during the lesson. They should learn independence from the written word and should refer to the text in class only when a visual help appears the best thing to do. Dialogues, after they have been practiced orally, may be read briskly to give a visual boost to learning.

## BIKOL LESSONS

Presented, practiced during 1st twelve lessons		To be presented, practiced during succeeding lessons	
1. Verbs	MAG- MAKA- -ON -AN	MA- (intrans.) MA- (trans.) MA--AN I-	-IN- (for ITG-) PA- causitive
2. Pronouns	nominative genetive	dative (SAMO) possessive (gen., dative)	
3. Enclitics	ne, ng, man, daa, sana, palen	daw, bace, kuta, ngani, lugod, lang, na sara	
4. Equational sentences	Noun - Noun/pro. Adj. - Noun/pro.		
5. Existential sentences "to have"	Igwa Mayo (Dai) Igwa - noun/pro.	May May - noun/pro.	
6. Negation	Dai, Bako, Mayo Habo, Inda		
7. Word order	affirm. vs. negative		
8. Pseudov verbs	gusto, habo, tateo	kajohor, darat, swedo	
9. Deictics	directional (cirdi...) locational (anion...)		
10. Demonstratives nominative (ini...)		dative (aini)	
11. Plurality	adjs., nouns, verbs		
12. Linkers	-NG/NA		
13. adjectives	-ON ("very")		
14. Markers	subject, goal, name		
15. Polite forms	Po, daw	other polite forms (e.g. requests)	
16. Interrogatives	Saen, nu-arin, kasu- arin, tano (ngeta)ta, ano, sisay	Kisay, nano	

BIKOL LESSONS

I. Brief autobiographical introduction by teacher in Standard Bikol, an informal introduction long enough to give students an intriguing sample of colloquial Bikol.

The class then starts with a re-introduction of the teacher:

AN NGÁRAN KO SI \_\_\_\_\_. "MY NAME IS \_\_\_\_\_."

As is natural in Bikol short answers are acceptable.

Teacher

AN NGÁRAN KO SI \_\_\_\_\_.  
ANO AN NGÁRAN MO?  
ANO AN NGÁRAN MO?  
ANO AN NGÁRAN MO?

\_\_\_\_\_

Student

MIKE. (e.g.)  
MARSHA.  
ROGER ANDERSON.

\_\_\_\_\_

Class does the above in a chain drill, Student 1 asking Student 2, Student 2 asking Student 3, etc.

AN ANÓ AN NGÁRAN MO?

\_\_\_\_\_

Teacher tells place of origin and elicits same information from the students.

Teacher

TÁGA \_\_\_\_ AKÓ.  
TÁGA SAEN KA SA AMÉRICA?  
TÁGA SAEN KA SA AMÉRICA?  
TÁGA SAEN KA SA AMÉRICA?

\_\_\_\_\_

Student

CALIFORNIA. (e.g.)  
RHODE ISLAND.

\_\_\_\_\_

Chain drill (student to student), same as above.

TÁGA SAEN KA (SA AMÉRICA)?

\_\_\_\_\_.

Chain drill (student to student), combining the two questions practiced:

ANO AN NGÁRAN MO?  
TÁGA SAEN KA SA AMÉRICA?

\_\_\_\_\_.

\_\_\_\_\_.

II. Dialogue. Students should learn it so they can take either part and respond automatically.

A: HOY, JIM! MASAEN KA?

B: SA DAGAT.

A: MA-ANO KA? MAKARIGOS?

B: IYO.

A: HEY, JIM! WHERE'RE YOU GOING?

B: TO THE BEACH.

A: WHAT'RE YOU GOING TO DO?  
TAKE A SWIM?

B: YES.

---

HOY.....HEY, HELLO (USED TO ATTRACT ATTENTION)

MASAEN KA?....WHERE'RE YOU GOING? (USED AS A GREETING)

SA DAGAT.....lit. TO THE SEA.

MAKARIGOS.....lit. GOING TO TAKE A BATH/SHOWER (USED ALSO WHERE ENGLISH WOULD SAY "TAKE A SWIM.")

\* \* \* \* \*

\* Note: Most of the dialogues in these lessons are adaptations of conversations from Speaking Bikol by Ray Mayer, 1963.

III. Teach six nouns that can substitute for DAGAT (sea).  
Teach names of places often visited by the students, e.g.

ESKUELAHÁN (SCHOOL)

KLASE (CLASS)

OPISINA (OFFICE)

LIBRARY (LIBRARY)

SADAN (MARKET)

SARI-SÁRI (VARIETY STORE)

Teacher

MÁSAEN KA?

MÁSAEN KA?

MÁSAEN KA?

Student

SA SARI-SÁRI. (e.g.)

SA \_\_\_\_\_.

SA \_\_\_\_\_.

Chain drill, student to student:

HOY, \_\_\_\_\_! MÁSAEN KA? SA \_\_\_\_\_.

IV. Introduce six verbs to substitute for MAKARIGOS. Have students repeat with the proper question intonation.

MABÁSA?	(GOING TO READ?)
MASÚLAT?	(GOING TO WRITE?)
MATRABÁHO?	(GOING TO WORK?)
MA-ÁDAL?	(GOING TO STUDY?)
MÁKAKAN?	(GOING TO EAT?)
MA-INUM?	(GOING TO DRINK?)

Chain drill; teacher cues question by giving verb root, e.g. BASA, SULAT.

<u>Student 1</u>	<u>Student 2</u>	<u>Cue</u>
MÁ-ANO KA? MAKARÍGOST?	IYÓ.	(BÁSA)
MÁ-ANO KA? MABÁSA?	IYÓ.	(SÚLAT)
MÁ-ANO KA? MASÚLAT?	IYÓ.	(TRABÁHO)
MÁ-ANO KA? MATRABÁHO?	IYÓ.	(ÁDAL)
MÁ-ANO KA? MA-ÁDAL?	IYÓ.	(KAKÁN)
MÁ-ANO KA? MÁKAKAN?	IYÓ.	(INUM)
MÁ-ANO KA? MA-INUM?	IYÓ.	

Translation drill; automatic answers required.

GOING TO TAKE A SWIM?	MAKARIGOS?
GOING TO READ?	MABÁSA?
GOING TO WRITE.	MASÚLAT?
GOING TO WORK?	MATRABÁHO?
GOING TO STUDY?	MA-ÁDAL?
GOING TO EAT?	MÁKAKAN?
GOING TO DRINK?	MA-INUM?

V. Student 1

MABASA AKÓ. MÁ-ANO KA?

MA\_\_\_\_\_ AKÓ. MÁ-ANO KA?

MA\_\_\_\_\_ AKÓ. MÁ-ANO KA?

Student 2

MA-ÁDAL AKÓ. MÁ-ANO KA? etc.

MA\_\_\_\_\_ AKÓ. MÁ-ANO KA?

MA\_\_\_\_\_ AKÓ. MÁ-ANO KA?

Present DAI (NO).

Teacher

MÁ-ANO KA?

MASULAT KA?

MÁ-ANO KA?

MA\_\_\_\_\_ KA?

Student

DAI. MA-ÁDAL AKÓ. "NO, I'M GOING TO STUDY."

DAI. MA\_\_\_\_\_ AKÓ. "NO, I'M GOING TO \_\_\_\_\_."

Students do the dialogue as a chain drill, substituting in the slots.

A: HOY, \_\_\_\_\_! MÁSAEN KA? B: SA \_\_\_\_\_.

A: MÁ-ANO KA? MA\_\_\_\_\_? B: IYO.

Students do the same, with different partners, substituting DAI etc.

A: HOY, \_\_\_\_\_! MÁSAFN KA? B: SA \_\_\_\_\_.

A: MÁ-ANO KA? MA\_\_\_\_\_? B: DAI. MA\_\_\_\_\_ AKÓ.

VI. Review: TÁGA SAÉN KA SA AMÉRICA?

Adds: O, TÁGA \_\_\_\_\_ KA PALÁN? ("OH, SO YOU'RE FROM \_\_\_\_!")

Explain: PALÁN is a particle used to express surprise at discovering new information, somewhat like the English "Oh, so.....!"

Teacher

TÁGA SAÉN KA SA AMÉRICA?  
O, TÁGA CALIFORNIA KA PALÁN?  
SAÉN SA CALIFORNIA?

Student

CALIFORNIA. (e.g.)  
IYO.  
PASADENA.

TÁGA SAÉN KA SA AMÉRICA?  
O, TÁGA \_\_\_\_\_ KA PALÁN?  
SAÉN SA \_\_\_\_\_ ?

\_\_\_\_\_ .  
IYO.  
\_\_\_\_\_ .

Students ask each other the same three questions asked by the teacher.

Teacher adds: SIYÁ (HE/SHE).

Teacher

TÁGA SAÉN SI \_\_\_\_\_ ?  
TÁGA SAÉN SI \_\_\_\_\_ ?

Student

TÁGA \_\_\_\_\_ SIYÁ.  
TÁGA \_\_\_\_\_ SIYÁ.

Students do the above in a chain drill.

Teacher

MA-ANO KA?  
MA-ANO KA?  
MA-ANO KA?

Student 1

MAKAKAN AKO,  
MA \_\_\_\_\_ AKO.  
MA \_\_\_\_\_ AKO.

Teacher

MA-ANO SIYÁ?  
MA-ANO SIYÁ?  
MA-ANO SIYÁ?

Student 2

MAKAKAN SIYÁ.  
MA \_\_\_\_\_ SIYÁ.  
MA \_\_\_\_\_ SIYÁ.

Students do the above in a chain drill.

Teacher

MA-ANO KA?  
MA-ANO KA?  
MA-ANO KA?

Student 1

MA-ADAL AKO.  
MA \_\_\_\_\_ AKO.  
MA \_\_\_\_\_ AKO.

Teacher

MABASA SIYÁ?  
MA \_\_\_\_\_ SIYÁ?  
MA \_\_\_\_\_ SIYÁ?

Student 2

DAT. MABASA SIYÁ.  
DAT. MA \_\_\_\_\_ SIYÁ.  
DAT. MA \_\_\_\_\_ SIYÁ.

Students do the above in a chain drill.

VII. 2nd part of dialogue.

A: HOY, JIM! SAÉN KA HALE?

B: SA DAGAT.

A: NAG-ANÓ KA? NACKARIGOS?

B: IYO.

A: HEY, JIM! WHERE'VE YOU BEEN?

B: TO THE BEACH.

A: WHAT DID YOU DO?  
TAKE A SWIM?

B: YES.

---

SAÉN KA HALE.....WHERE HAVE YOU BEEN?  
WHERE DID YOU COME FROM?  
(COMMON GREETING UPON RETURNING FROM SOMEWHERE;  
THIS, ALONG WITH "MASAFN KA?" IS GENERALLY  
ASKED OF SOMEONE WALKING)

VIII. Students substitute for DAGAT.

Teacher writes on the board:

NAG-ANO KA?  
"What did you do?"

NAGKARIGOS KA?  
"Did you take a swim/bath?"

Asks: How would you say:

"DID YOU READ?"  
"DID YOU WRITE?"  
"DID YOU STUDY?"  
"DID YOU WORK?"  
"DID YOU EAT?"  
"DID YOU DRINK?"

NAGBASA KA?  
NAGSULAT KA?  
NAG-ADAL KA?  
NAGTRABAHO KA?  
NAGKAKAN KA?  
NAG-INUM KA?

Student 1

NAG-ANO KA? NAGKARIGOS KA? IYO.

NAG-ANO KA? NAG\_\_\_\_\_ KA? IYO.

NAG-ANO KA? NAG\_\_\_\_\_ KA? IYO.

Student 2

Cue (Teacher)

\_\_\_\_\_ (verb root)

\_\_\_\_\_

\_\_\_\_\_

Student 1

NAGBASA KA?

Student 2

DAI. NAG-ADAL AKO.

Cue (Teacher)

(SULAT)

NAGSULAT KA?

DAI. NAG\_\_\_\_\_ AKO.

(\_\_\_\_\_)

NAG\_\_\_\_\_ KA?

DAI. NAG\_\_\_\_\_ AKO.

(\_\_\_\_\_)

NAG\_\_\_\_\_ KA?

DAI. NAG\_\_\_\_\_ AKO.

-etc.-

Teacher

Student

NAG-ANO SI\_\_\_\_\_?

NAG\_\_\_\_\_ SIYA.

NAG-ANO SI\_\_\_\_\_?

NAG\_\_\_\_\_ SIYA.

NAG-ANO KA?

NAG\_\_\_\_\_ AKO.

NAG-ANO KA?

NAG\_\_\_\_\_ AKO.

NAG-ANO SIYA?

NAG\_\_\_\_\_ SIYA.

Students do the above in a chain drill.

IX. In one column the teacher writes a few MA- forms on the board, in another column a few examples of NAG- forms:

MABASA "will/going to read"  
MA SULAT "will/going to write"

NAGBASA "read"  
NAGSULAT "wrote"

XIX

Addition of new verb roots:

DIGDI (COME)

DUMAN (GO)

BAKAL (BUY)

PLAY (KAWAT)

Teacher

How would you say:

I WILL COME.  
YOU WILL COME.  
HE WILL COME.  
SHE WILL COME.  
MIKE WILL COME.

I'M GOING TO GO.  
YOU'RE GOING TO GO.  
HE'S GOING TO GO.  
SHE'S GOING TO GO.  
MIKE'S GOING TO GO.

I'M GOING TO BUY.  
YOU'LL BUY..  
SHE'S GOING TO BUY.  
HE'LL BUY.  
MIKE IS GOING TO BUY.

I'LL PLAY.  
YOU'RE GOING TO PLAY.  
SHE'LL PLAY.  
HE'S GOING TO PLAY.  
MIKE'LL PLAY.

Student

MADIGDI AKÓ.  
MADIGDI KA.  
MADIGDI SIYA.  
MADIGDI SIYA.  
MADIGDI SI MIKE.

MADUMAN AKÓ.  
MADUMAN KA.  
MADUMAN SIYA.  
MADUMAN SIYA.  
MADUMAN SI MIKE.

MABA KAL AKÓ.  
MABA KAL KA.  
MABA KAL SIYA.  
MABA KAL SIYA.  
MABA KAL SI MIKE.

MAKAWAT AKÓ.  
MAKAWAT KA.  
MAKAWAT SIYA.  
MAKAWAT SIYA.  
MAKAWAT SI MIKE.

I CAME.  
YOU CAME.  
HE CAME.  
MIKE CAME.

NAGDIGDI AKÓ.  
NAGDIGDI KA.  
NAGDIGDI SIYÁ.  
NAGDIGDI SI MIKE.

I WENT.  
SHE WENT.  
MIKE WENT.  
YOU WENT.

NAGDUMAN AKÓ.  
NAGDUMAN SIYÁ,  
NAGDUMAN SI MIKE.  
NAGDUMAN KA.

DID YOU PLAY?  
DID I PLAY?  
DID MIKE PLAY?  
DID SHE PLAY?

NAGKAWAT KA?  
NAGKAWAT AKÓ?  
NAGKAWAT SI MIKE?  
NAGKAWAT SIYÁ?

Write the following verb roots on the board, along with the English equivalent, and ask students to ask and answer questions using these roots.

LANGÓY (SWIM)

LAKÁW (WALK)

DALÁGAN (RUN)

e.g. NAGDALÁGAN KA?

DAÍ. NAGLAKÁW AKÓ.

NAG-ANO KA?  
NAGLANGÓY KA?

DAÍ. NAGKARIÓGOS AKÓ.

MÁLAKAW KA?

DAÍ. MADALÁGAN AKÓ.

X. Add NA, meaning "now," a new action:

<u>Cue</u>	<u>Student 1</u>	<u>Student 2</u>
(DUMAN) ( go )	MADUMAN KA NA? "Are you going now? to go now?"	IYO. " Yes."
(KARÍGOS)	MAKARÍGOS KA NA?	IYO.
(BÁSA)	MABÁSA KA NA?	IYO.
(SÚLAT)	MASÚLAT KA NA?	IYO.
(TRABAHO)	MATRABAHO KA NA?	IYO.
(ÁDAL)	MA-ADAL KA NA?	IYO.
(KAKAN)	MAKAKAN KA NA?	IYO.
(INUM)	MA-INUM KA NA?	IYO.

<u>Cue</u>	<u>Student 1</u>	<u>Student 2</u>
(KAWAT)	MAKAWAT KA NA?	DAI. MA _____ AKO.
(LANGÓY)	MALANGOY KA NA?	DAI. MA _____ AKO.
(LAKAW)	MALAKAW KA NA?	DAI. MA _____ AKO.
(DALAGAN)	MADALAGAN KA NA?	DAI. MA _____ AKO.
(KARIGOS)	MAKARIGOS KA NA?	DAI. MA _____ AKO.
(TRABAHO)	MATRABAHO KA NA?	DAI. MA _____ AKO.

Teacher                    Student

ARE YOU GOING TO GO NOW? MADUMAN KA NA?  
ARE YOU GOING TO EAT NOW? MAKAKAN KA NA?  
ARE YOU GOING TO WORK NOW? MATRABAHAO KA NA?  
ARE YOU GOING TO PLAY NOW? MAKAWAT KA NA?  
ARE YOU GOING TO STUDY NOW? MA-ADAL KA NA?  
ARE YOU GOING TO READ NOW? MABASA KA NA?  
ARE YOU GOING TO RUN NOW? MADALAGAN KA NA?

XI. Add NA, meaning "already."

Example:	<u>Cue</u>	<u>Student 1</u>	<u>Student 2</u>
	(ÁDAL)	NAG-ÁDAL KA NA?	IYO NA.
	(study)	"Did you already study?"	Yes, (I)already(did).
	(DUMAN)	NAGDUMAN KA NA?	IYO NA.
	(SULAT)	NAGSULAT KA NA?	IYO NA.
	(KAWAT)	NAGKAWAT KA NA?	IYO NA.
	(BASA)	NAGBASA KA NA?	IYO NA.
	(KAKAN)	NAGKAKÁN KA NA?	IYO NA.
	(KARÍGOS)	NAGKARÍGOS KA NA?	IYO NA.
	(INUM)	NAGINUM KA NA?	IYO NA.

Add: DAI PA, "not yet"

(DALÁGAN)	NAGDALÁGAN KA NA?	DAI PA.
(LAKAW)	NAGLAKAW KA NA?	DAI PA.
(TRABÁHAO)	NAGTRABÁHO KA NA?	DAI PA.
(ÁDAL)	NAG-ÁDAL KA NA?	DAI PA.
(DUMAN)	NAGDUMAN KA NA?	DAI PA.
(KARÍGOS)	NAGKARÍGOS KA NA?	DAI PA.
(INUM)	NAG-INUM KA NA?	DAI PA.

XII.      Cue                  Student 1                  Student 2

(DUMAN)	MADUMAN KA?	NAGDUMAN NA AKO.*
( go )	"are you going to go?"	"I already went."
(INUM)	MA-INUM KA?	NAGINUM NA AKO.
(KAKAN)	MAKAKAN KA?	NAGKAKAN NA AKO.
(KAWAT)	MAKAWAT KA?	NAGKAWAT NA AKO.
(KARIGOS)	MAKARIGOS KA?	NAGKARIGOS NA AKO.
(DALAGAN)	MADALAGAN KA?	NAGDALAGAN NA AKO.
(TRABAHO)	MATRABAHO KA?	NAGTRABAHO NA AKO.
(ADAL)	MA-ADAL KA?	NAG-ADAL NA AKO.

---

Teacher asks informal questions with MA-, ~~KAG-~~ students answer with NAG\_\_\_\_\_ NA AKO. Teacher will ask occasionally for a translation of question and answer.

e.g. MADUMAN KA SA LIBRARY?

MA-ADAL KANG BIKOL?

MAKARIGOS KA SA SWIMMING POOL?

MAKAWAT KANG SCRABBLE?

MAKAKAN KANG BREAKFAST?

MALAKAW KA SA ESKUELAHAN?

MA-ADAL KANG HOMEWORK?

---

Students ask each other questions, such as the above, to the teacher; teacher will first get them to use verbs which will take -NG, then verbs which will take SA ("at/in/etc.")

\*NOTE: Word order - KA precedes NA; other pronouns follow.

XIII. Review the two parts of the dialogue and add:

A: SÍSAY AN KAIRÍBA MO?

B: AKÓ SANA.

A: WHO DID YOU GO WITH?  
(lit. WHO IS/WAS YOUR  
COMPANION?)

B: JUST ME.

After practicing these lines, substitute SI \_\_\_\_\_ plus a name for AKÓ SANA.

SI is a particle occurring before proper names; it has already been practiced in previous drills.

Student 1

SAÉN KA HALE?  
SÍSAY AN KAIRÍBA MO?

SAÉN KA HALE?  
SÍSAY AN KAIRÍBA MO?

SAÉN KA HALE?  
SÍSAY AN KAIRÍBA MO?

Student 2

SA ESKUELAHÁN. (e.g.)  
SI ROGER. (e.g.)

SA \_\_\_\_\_.  
SI \_\_\_\_\_.

SA \_\_\_\_\_.  
SI \_\_\_\_\_.

XIV. Teacher takes role of JIM in dialogue, students take part of the child greeting him.

After appropriate practice the students take both roles, substituting freely where the can.

To wrap up the dialogue teach:

B: MADUMAN NA AKÓ.

A: O, SIGE.

B: I'LL BE GOING NOW.

A: ALL RIGHT.

MADUMAN NA AKÓ (the cultural equivalent for "Good-bye;" it is the common leavetaking expression.)  
O, SIGE ("Okay, all right" is the common response to the above, giving permission for the person to leave)

XV. Students ask the teacher as many questions as they can using the structures and vocabulary presented in this lesson; e.g.

ANO AN NGARAN MO?

TAGA SAEN KA?

O, TAGA \_\_\_\_\_ KA PALAN?

NAGTRABAHAO KA SA PHILIPPINES?

NAG-ADAL KANG ENGLISH?

NAGKAKAN KA NA?

MAKAWAT KANG VOLLEYBALL TONIGHT? \*

MADIGDI KA TOMORROW?

\* In using the structures and vocabulary already known, students should not be shy about throwing in English words when they find themselves wanting in vocabulary.

LESSON TWO

I. Pronunciation practice: glottal stops .

MÁSAEN KA?

MÁ-INUM KA NA?

DAÍ KA MÁDUMAN?

SAF̄N KA HALE?

MÁ-ANO KA NA?

DAÍ KA MÁ-INUM?

TÁGA SAF̄N KA?

MA-ÁDAL KA NA?

DAÍ KA MA-ÁDAL?

Pronunciation practice: unaspirated (voiceless) stops.

túgang (brother/sister)

tinápay (bread) pili (choose) hánap (look for)

túbig (water)

tataó (know how to)

túkaw (sit down) kakan (eat) dólok (approach)

abót (arrive)

NAGKAKÁN NA SIYÁ?

DID HE ALREADY EAT?

NAGTÚKAW NA SIYÁ?

DID HE ALREADY SIT DOWN?

NAGPILI NA SIYÁ?

DID HE ALREADY CHOOSE?

NAG-ABÓT NA SIYÁ?

DID HE ALREADY ARRIVE?

Teach the following question and response:

A: TATAÓ KA NANG BÍKOL?

A: DO YOU KNOW HOW TO (SPEAK) BIKOL  
NOW?

B: KADIKÍT SANÁ. (Naga)  
DI-IT SANÁ. (Legazpi)

B: JUST A LITTLE.

LESSON TWO

II. Translation drills.

Teacher

Are you going to go now?  
Are you going to eat now?  
Are you going to buy now?  
Are you going to take a bath now?  
Are you going to study now?  
Are you going to sit down now?  
Are you going to choose now?  
Are you going to read now?

Add: SA AGA (tomorrow)

I'll read tomorrow.  
I'll study tomorrow.  
I'll go tomorrow.  
I'll take a bath tomorrow.  
I'll play tomorrow.  
I'll come tomorrow.  
I'll buy tomorrow.  
I'll drink tomorrow.

He already played.  
He already took a swim.  
He already drank.  
He already ate.  
He already went.  
He already studied.  
He already took a shower.  
He already chose.

She's going to read now.  
Joe's going to take a bath now.  
He's going to eat now.  
I'm going to go now.  
Alicia's going to study now.  
He's going to buy now.  
I'm going to sit down now.

So you're going to go!  
So you're going to eat!  
So you're going to take a bath!  
So you're going to study!  
So you're going to drink!  
So you're going to buy!  
So you're going to choose!  
So you're going to come!

Student

MADUMAN KA NA?  
MAKAKAN KA NA?  
MABAKAL KA NA?  
MAKARIGOS KA NA?  
MA-ADAL KA NA?  
MATUKAW KA NA?  
MAPILI KA NA?  
MABA SA KA NA?

MABASA AKO, SA AGA,  
MA-ADAL AKO SA AGA,  
MADUMAN AKO SA AGA,  
MAKARIGOS AKO SA AGA,  
MAKAWAT AKO SA AGA,  
MADIGDI AKO SA AGA,  
MABAKAL AKO SA AGA,  
MA-INUM AKO SA AGA.

NAGKAWAT NA SIYA.  
NAGKARIGOS NA SIYA.  
NAG-INUM NA SIYA.  
NAGKAKAN NA SIYA.  
NAGDUMAN NA SIYA.  
NAG-ADAL NA SIYA.  
NAGKARIGOS NA SIYA.  
NAGPILI NA SIYA.

MABASA NA SIYA.  
MAKARIGOS NA SI JOE.  
MAKAKAN NA SIYA.  
MADUMAN NA AKO.  
MA-ADAL NA SI ALICIA.  
MABAKAL NA SIYA.  
MATUKAW NA AKO.

MADUMAN KA PALAN?  
MAKAKAN KA PALAN?  
MAKARIGOS KA PALAN?  
MA-ADAL KA PALAN?  
MA-INUM KA PALAN?  
MABAKAL KA PALAN?  
MAPILI KA PALAN?  
MADIGDI KA PALAN?

LESSON TWO

IV. Dialogue.

A: ANÓ AN NGÁRAN MO?

B: JON.

A: HALANGKÁWON KA!

A: WHAT'S YOUR NAME?

B: JON.

A: YOU'RE VERY TALL!

Adds: GWÁPO (handsome, good-looking)

GWÁPA (pretty)

Do the dialogue in a chain drill, substituting GWÁPO/GWÁPA where HALANGKÁWON doesn't apply.

Add to the dialogue:

A: MÍDBID MO SI ROGER ANDERSON? A: DO YOU KNOW ROGER ANDERSON?

B: SÍSAY SIYÁ?

B: WHO'S HE?

A: PIYSKOR SIYÁ.  
IKA, PIYSKOR KAT

A: HE'S (IN THE) PEACE CORPS.  
YOU, ARE YOU (IN THE) PEACE CORPS?

In chain fashion, substitute names for ROGER ANDERSON.

LESSON TWO

IV. Add more adjectives: HARAYÔ (FAR)  
HARANI (CLOSE-BY)  
MAGAYÓN (BEAUTIFUL)  
MAKANÓS (UGLY)  
MA-INIT (HOT)  
MALIPOT (COLD, COOL)

Explains: Adjective alone means "It is \_\_\_\_."  
HARAYÔ "It's far."

Asks questions that will elicit one of the adjectives (9) presented, then have students ask each other similar questions.  
e.g.

<u>Teacher</u>	<u>Student</u>
TÁGA SAFÍ KA? CHICAGO, HARAYÔ SA CALIFORNIA?	CHICAGO.
HARANI AN CHICAGO SA DISNEYLAND?	IYÔ. HARAYÔ.
MAGAYÓN AN CHICAGO?	MAKANÓS.
MA-INIT DUMÁN SA CHICAGO?	MA-INIT.
MAINIT SA WINTER?	MALIPOT.

LESSON TWO

V. Practice BAKÔ ("NO"), which negates adjectives and nouns.

Teacher asks questions which students answer with BAKÔ plus the opposite adjective or a different noun.

After a number of questions, the students ask each other similar questions.

Teacher

MALIPÓT DUMÁN SA PILIPÍNAS?

MALIPÓT DÍGDI SA \_\_\_\_\_?

MA-INÍT DUMÁN SA ALÁSKA, ANÓ?

GWÁPO SI AKIM TAMAROFF, ANÓ?

HARANÍ AN PILIPÍNAS, ANÓ?

Student

BAKÔ. MA-INÍT.

BAKÔ. MA-INÍT.

BAKÔ. MALIPÓT.

BAKÔ. MAKANÓS.

BAKÔ. HARAYÔ.

-etc.-

TÁGA CALIFORNIA KA, ANÓ?

AN NGÁRAN MO SI JOE, ANÓ?

IKÁ SI ROGER ANDERSON, ANÓ?

BAKÔ. TÁGA NEW JERSEY AKÔ.

BAKÔ. HAROLD.

BAKÔ. AKÔ SI \_\_\_\_\_.

-etc.-

VI. Add more adjectives:	MAHÁL	"expensive"
	BARATO	"cheap"
	MASIRAM	"delicious"
	MARIBOK	"noisy"
	MABOOT	"nice, friendly"
	MAKARAW	"mischiefous, naughty"

HABABA "short, low"  
Teach -ON "very"; -HON follows a vowel.

Repetition:	MAHALON.	HALANGKAWON.	GWÁPOHON.
	MASIRAMON.	HABABA-ON.	GWAPAHON.
	MARIBOKON.	HARAYO-ON.	BARATOHON.
	MAKARAWON.	HARANI-ON.	
	MAGAYONON.		
	MAKANOSON.		
	MA-INITON.		
	MALIPOTON.		
	MABOOTON.		

<u>Teacher</u>	<u>Student</u>
MA_siram.	MASIRAMON.
MAGAYON.	MAGAYONON.
BARATO.	BARATOHON.
HALANGKAW	HALANGKAWON.
MARIBOK	MARIBOKON.
-etc.-	

<u>Teacher</u>	<u>Student</u>
It's very hot.	MA-INITON.
It's very expensive.	MAHALON.
It's very noisy.	MARIBOKON.
It's very far.	HARAYO-ON.
-etc.-	

Teacher asks questions, students either agree (with -ON) or disagree (BAKO. \_\_\_\_-ON.) Students then ask each other.

e.g. MA-INÍT SA BÁGUIO?  
HARANI AN MINDANAO?  
MAHAL AN CADILLAC?

BAKO. MALIPOTON.  
BAKO. HARAYO-ON.  
IYO. MAHALON.

-etc.-

VII. Teach KAMÍ ("we"), KAMÓ ("you-plural"), SINDÁ ("they").

Students from half of the class make generalizations about students from other half. Other half refutes the generalizations.

e.g. Student 1

MAGAYÓNÓN KAMÍ.  
MAKANÓSON KAMÓ.

MABOOTÓN KAMÍ,  
MAKARAWON KAMÓ!

-etc.-

Student 2

BAKÔ! MAKANÓSON KAMÓ.  
MAGAYÓNÓN KAMÍ.

BAKÔ! MAKARAWON KAMÓ.  
MABOOTÓN KAMÍ!

Students tell the teacher about other students:

HALANGKAWON SINDÁ.

GWAPO SINDÁ.

MABOOTÓN SINDÁ.

-etc.-

VIII. Teach KITÁ ("We-inclusive"); contrast it with KAMÍ ("We-exclusive").

Students tell the teacher what they are going to do after class:

e.g. MÁKAKAN KAMÍ. "We'll eat."  
MASÚLAT KAMÍ. "We'll write."  
MA-ÁDAL KAMÍ. "We'll study."

-etc.-

ask

Students ~~tell~~ ask the teacher if he wishes to do certain things by including him in the "we" form (KITÁ):

e.g. MAKÁWAT KITÁ?, "Shall we (all) play?"  
MATRABAHO KITÁ? "Shall we (all) park?"  
MADUMAN KITÁ? "Shall we (all) go?"

-etc.-

Students tell the teacher what they did the day before.

e.g. NAGDALÁGAN KAMÍ. "We ran"  
NAGBÁSA KAMÍ. "We read."  
NAG-ÁDAL KAMÍ. "We studied,"

-etc.-

Students tell the teacher what they all did the day before.

e.g. NAG-KAKÁN KITÁ. "We-all ate."  
NAG-INÚM KITÁ. "We-all drank."  
NAGKARÍGOS KITÁ. "We-all took a bath."

-etc.-

Rapid review of the pronouns: Teacher says the English, a student responds immediately with the Bikol; bring attention to Ika (long form, preceding) and ka (short form, following).

Teacher	Student
They	SINDA'
You	IKA'
We-All	KITÁ'
You-all	KAMO'
She	SIYA'
I	AKO'
We-not-you	KAMÍ'

Questions: to elicit the seven (7) pronouns.

MA-ANO KAMÓ? MA\_\_\_\_\_ KAMÍ.  
-etc.-

IX. Add more nouns:

MAESTRO/ MAESTRA (teacher)  
AMERICANO/ AMERICANA (American)  
PILIPINO/ PILIPINA (Filipino)  
LALAKI (boy, man)  
BABAE (girl, woman)  
ESKUELA (student, pupil)

Teacher asks questions which will elicit these nouns (& "PIYSKOR")  
in a natural way.

e.g. Teacher writes on the board "FRANCIS, FRANCES, MARION, MARIAN,  
PAT, PATTY, JOE, JO, GENE, JEAN."

<u>Teacher</u>	<u>Student</u>
SI <u>FRANCIS</u> , LALAKI O BABAE?	LALAKI.
SI <u>MARIAN</u> , LALAKI O BABAE?	BABAE.
SI <u>JO</u> , LALAKI ANO?	BAKO. BABAE.
SI <u>GENE</u> , BABAE ANO?	BAKO. LALAKI.
-etc.-	
SÍSAY SI _____?	ESKUELA. (e.g.)
SÍSAY SI _____?	AMERICANO. MAESTRO. (e.g.)
-etc.-	

Students ask each other similar questions.

e.g. ESKUELA SI _____?	BAKO. PIYSKOR.
SI JEAN LALAKI ANO?	BAKO. BABAE.
-etc.-	

X. GRAMMAR: Making generalizations about structural patterns.

Write the following on the board:

HE'S VERY TALL.

HALANGKAWON SIYA.

I'M A TEACHER.

MAESTRA AKO.

These sentences are called "equational" sentences, i.e.  
MAESTRA = AKO; HALANGKAWON = SIYA.

The class should be able to formulate two statements about  
major differences between Bikol and English "equational" sentences,  
one about word order and the other about the verb "to be."

XI. Translation drills

Teacher

Is it very hot?  
Is she very beautiful?  
Is Roger very tall?  
Are they very pretty?  
Are we-all very noisy?  
Am I very mischeivous?  
Is it very far?  
Are they very friendly?

It's still very close-by.  
They're still very noisy.  
He's still very short.  
I'm still very goof-looking.  
It's still very hot.  
We (not you)'re still very far.  
Roger's still very tall.  
~~Roger~~ She's still very beautiful.  
She's

We'll arrive tomorrow.  
You-all will arrive tomorrow.  
I'll arrive tomorrow.  
They'll arrive tomorrow.  
Roger will arrive tomorrow.  
We-all will arrive tomorrow.  
You'll arrive tomorrow.  
He'll arrive tomorrow.

WHO? ME?  
WHO? THEM?  
WHO? YOU?  
WHO? ROGER?  
WHO? US (ALL)?  
WHO? YOU\_ALL?  
WHO? HER?  
WHO? WE (NOT YOU)?  
WHO? HIM?

Student

MA-INTON?  
MAGAYONON SIYÁ?  
HALANGKAWON SI ROGER?  
GWAPAHON SINDÁ?  
MARIBOKON KITA.?  
MAKARAWON AKÓ?  
HARAYO-ON?  
MABOOTON SINDÁ?

HARANI-ON. PA. (PA = "still")  
MARIBOKON PA SINDA.  
HABABA-ON PA SIYA.  
GWAPOHON PA AKÓ.  
MA-INTON PA.  
HARAYO-ON PA KAMI.  
HALANGKAWON PA SI ROGER.  
MAGAYONON PA SIYA.

MA-ABOT KAMI SA AGA.  
MA-ABOT KAMÓ SA AGA.  
MA-ABOT AKO SA AGA.  
MA-ABOT SINDA SA AGA.  
MA-ABOT SI ROGER SA AGA.  
MA-ABOT KITÁ SA AGA.  
MA-ABOT KA SA AGA.  
MA-ABOT SIYA SA AGA.

SÍSAY? AKÓ?  
SÍSAY? SINDA?  
SÍSAY? IKÁ?  
SÍSAY? SI ROGER?  
SÍSAY? KITÁ?  
SÍSAY? KAMÓ?  
SÍSAY? SIYA?  
SÍSAY? KAMI?  
SÍSAY? SIYA?

\* Teach "PA" ("still") before doing this exercise.

XII. Teacher asks questions to be negated by the students.  
DAI for verbs; BAKO for adjectives/ nouns/ pronouns.

e.g.	<u>Teacher</u>	<u>Student</u>
	TÁGA PLÓRIDA KA, ANÓ?	BAKÔ. TÁGA NORTH CAROLINA (e.g.)
	ESKUELA KA?	BAKÔ. PÍYSKOR.
	A, PÍYSKOR. MÁDUMAN KAMÓ SA PALAWAN, ANÓ?	DAÍ. SA BÍKOL.
	NAGDUMÁN KA NA SA BÍKOL?	DAÍ. PA.
	MÁDUMAN KA SA BÍKOL SA ÁGA?	DAÍ.
	MÍIBID MO SI ROGER ANDERSON? TÁGA BÍKOL SIYA.	DAÍ.
	HALANGKÁWON KA!	<del>BAKÔ</del> . BAKÔ. HARAPÀ.

-etc.-

Students ask each other similar questions.

e.g.

XIII. A: MATRABÁHO KA?      A: ARE YOU GOING TO WORK?  
B: DAI.                            B: NO.  
A: ANÓ (PO)?                    A: WHAT (SIR/MA'AM)?  
B: DAI AKÓ MATRABÁHO.      B: I'M NOT GOING TO WORK.

---

Teacher cues a negative statement by using English.

<u>Teacher</u>	<u>Student</u>
work	DAI AKÓ MATRABÁHO.
play	DAI AKO MAKAWAT.
read	DAI AKO MABASA.
write	DAI AKO MASULAT.
take a bath	DAI AKO MAKARIGOS.
run	DAI AKO MADALAGAN.
drink	DAI AKO MA-inum.
<hr/> <u>-etc.-</u>	DAI AKO MA_____.

---

Teacher cues chain drill by giving Bikol root and pronoun.  
e.g.

<u>Teacher</u>	<u>Student</u>
ÁDAL, KAMÓ	A: MA-ÁDAL KAMÓ? B: DAI. A: ANÓ? (ANÓ PO?) B: DAI KAMI MA-ÁDAL.
KAWAT, SI ROGER	A: MAKAWAT SI ROGER? B: DAI. A: ANÓ? (ANÓ PO?) B: DAI SIYA MAKAWAT.
INUM, IKÁ	A: MÁ-INUM KA? B: <del>XXXXXXXXX</del> DAI. A: ANÓ? A: DAI AKÓ MÁ-INUM.
<u>-etc.-</u>	

XIV. Teacher

(SI ROGER)  
DUMÁN

(SI \_\_\_\_\_,  
DÍGDI)

\*etc.-

Student

A: DAI NAGDUMÁN SI ROGER.  
B: ANÓ PÔ?  
A: DAI SIYA NAGDUMÁN.

A: DAI NAGDÍGDI SI \_\_\_\_\_.  
B: ANÓ PÔ?  
A: DAI SIYA NAGDÍGDI.

Teacher

Roger arrived.  
Roger didn't arrive.  
He didn't arrive.

Joe ate.  
Joe didn't eat.  
He didn't eat.

Jon played.  
Jon didn't play.  
He didn't play.

Steve worked.  
Steve didn't work.  
He didn't work.

Marsha ran.  
Marsha didn't run.  
She didn't run.

The man took a bath.  
The man didn't take a bath.  
He didn't take a bath.

The girl studied.  
The girl didn't study.  
She didn't study.

The student went.  
The student didn't go.  
He didn't go.

Student

NAG-ABÓT SI ROGER.  
DAI NAG-ABOT SI ROGER.  
DAI SIYA NAG-ABOT.

NAGKAKÁN SI JOE.  
DAI NAGKAKAN SI JOE.  
DAI SIYA NAGKAKAN.

NAGKAWAT SI JON.  
DAI NAGKAWAT SI JON.  
DAI SIYA NAGKAWAT.

NAGTRABAHO SI STEVE.  
DAI NAGTRABAHO SI STEVE.  
DAI SIYA NAGTRABAHO.

NAGDALAGAN SI MARSHA.  
DAI NAGDALAGAN SI MARSHA.  
DAI SIYA NAGDALAGAN.

NAGKARÍGOS AN LALÁKI.  
DAI NAGKARIGOS AN LALAKI.  
DAI SIYA NAGKARIGOS.

NAG-ÁDAL AN BABAE.  
DAI NAG-ADAL AN BABAE.  
DAI SIYA NAG-ADAL.

NAGDUMÁN AN ESKUELA.  
DAI NAGDUMAN AN ESKUELA.  
DAI SIYA NAGDUMAN.

XV. Review ANÓ AN NGARAN MO and add ANÓ AN AFELYIDO MO?  
"What's your last name?"

Add: SAÉN KA NAGEESTAR?  
"Where do you live?"  
"Where are you staying?"

Conversation using the patterns and vocabulary already presented and practiced. Reverse roles, after practice, so students ask teacher the questions.  
Possible questions:

Teacher	Student
ANÓ AN NGARAN MO?	ROGER.
ANÓ AN AFELYIDO MO?	ANDERSON.
ROGER ANDERSON?	IYÓ.
HALANGKAWON KA!	IYÓ.
SAÉN KA SA AMERICA?	TEXAS.
O, TÁGA TEXAS KA PALÁN?	IYÓ.
SAÉN SA TEXAS?	AUSTIN.
AUSTIN, HARANÍ SA CALIFORNIA?	BAKÔ. HARAYÔ-ON.
SAÉN KA NAGEESTAR?	SA LEGÁZPI.
A, PIYSKOR KA?	IYÓ.
SÍSAY AN KAIRIBA MO?	AKÓ SANÁ.
TATAÓ KA NANG BÍKOL?	KADIKIT (DI-IT) SANÁ. MÁDUMAN NA AKÓ.
O, SIGE.	

Other possible questions:

MATRABÁHO KA SA LEGÁZPI?  
MASAÉN KA?  
MA-ANO KA? MA \_\_\_\_\_?  
MIIBID MO SI \_\_\_\_\_?

BAKÔ. MATRABÁHO AKÓ SA NÁGA.  
SA \_\_\_\_\_.  
IYÓ/ DAI.

LESSON THREE

I. Dialogue.

A: MARHAY NA ÁGA. ANÓ AN NGARAN MO A: GOOD MORNING. WHAT'S YOUR NAME?

B: DANÍLO. VILBÁR.

B: DANILO VILBAR.

A: ANÓ?

A: WHAT?

B: DANÍLO.

B: DANILO.

A: NAG-ÁANÓ KA?

A: WHAT'RE YOU DOING?

(DAÍ NAGSIMBÁG)

(NO ANSWER)

DAÍ KA MASÚPOG. NAG-ÁANÓ KA?

DON'T BE SHY. WHAT ARE YOU DOING?

B: DAÍ MAN.

B: NOTHING.

II. Through pictures, the teacher, after several examples, elicits the correct responses to the question NAG-AANO SIYA?  
"What's he/she doing?"

e.g.	<u>Teacher</u>	<u>Student</u>
	NAG-AÁNO SIYÁ?	NAGBABÁSA SIYÁ.
	NAG-AANO SIYA?	NAGSUSÚLAT SIYÁ.
	NAG-AANO SIYA?	NAG-ÍINÚM SIYÁ.
-etc.-		

Teacher goes through another series of pictures (photos, clips from magazines) which will elicit:

NAG- \_\_\_\_ SINDA.

Students, mixing both sets of pictures, ask each other the questions

NAG-AANO SIYA? "What's he/she doing?"  
NAG-AANO SINDA? "What're they doing?"

---

<u>Teacher</u> (with pic.)	<u>Student</u>
NAGBABÁSA SIYÁ, ANÓ? "He's reading, isn't he."	DAÍ SIYÁ NAGBABASA. "He isn't reading" NAGSUSULAT SIYA. "He's writing."
NAGLÁLAKÁW SIYÁ, ANÓ?	DAÍ SIYÁ NAGLÁLAKÁW. NAGDADALAGAN SIYA.
NAGTATRÁBAHO SIYÁ, ANÓ?	DAÍ SIYÁ NAGTATRABÁHO. NAG-AÁDAL SIYA.

-etc.-

Students, using the pictures, do the same exercise, chain fashion.

---

Add the verbs BÁYLI ("dance"), KÁNTA ("sing"), LUTO ("cook") and, using pictures, have the students question each other with both NAG-AANO SIYA? and NAG- \_\_\_\_ SIYA, ANÓ?

III. Add: NGUNYÁN ("now")

ARO-ÁLDAY ("every day")

Ask questions with NGUNYÁN and ARO-ÁLDAY:

- (1) NAG-ÁANÓ SIYÁ NGUNYÁN?  
"What is he doing now?"
- (2) NAG-ÁANÓ SIYÁ ARO-ÁLDAY?  
"What does he do every day?"

The answers to these questions need not include the adverb.

After appropriate practice, students ask each other similar questions.

---

Conversation using the new structure. After teacher questions  
the students, students question the teacher. Sample questions:

IKA, R\_\_\_\_\_, NAGBABÁYLI KANG \_\_\_\_?

NAG-ÁDAL KANG BÍKOL ARO-ÁLDAY?

NAGDÚDUMÁN KA SA EMBASSY CAFTERIA?

KON NAGEESTÁR KA SUMÁN SA AMÉRICA,  
NAGLULUTO KA?

SÍSAY AN NAGLULUTO?

SA AMÉRICA, SA WINTER, NAGKAKARÍGOS  
KA ARO-ÁLDAY?

NAGKAKÁNTA KA SA SHOWER?

NAGBABÁSA KANG LÍBRO NGUNYÁN?  
ANÓ AN NGÁRAN?

NAGBABÁSA KA ARO-ÁLDAY?

IV. Grammar: forming generalizations about structural patterns.

Write on the board the following three questions and elicit from the class the proper responses for each column using the verbs BASA, ABÓT, and KAWAT.

MA-ANO SIYÁ?

NAG-ÁANO SIYÁ?

NAG-ANO SIYÁ?

BÁSA

ABÓT

KAWAT

Students should form generalizations about the three forms:

"past" "present" "future"

How are they formed?

How are they used?

V. Contrast of "present" and "past" forms.

Cues: NGUNYÁN, ARO-ÁLDAW for "present"

KASU-OIMA ("yesterday"), KASU-BANGGI ("last night") for "past"

Teacher	Student
NAGSULAT SIYA. (NGUNYAN) (KASU-OIMA) (ARO-ALDAW) (KASU-BANGGI)	NAGSÚLAT SIYÁ. NAGSUSULAT SIYA. NAGSULAT SIYA. NAGSUSULAT SIYA. NAGSULAT SIYA.
NAG-IINUM SINDA. (KASU-BANGGI) (NGUNYAN) (KASU-OIMA)	NAG-ÍINUM SINDÁ. NAG-INUM SINDA. NAG-ÍINUM SINDA. NAG-INUM SINDA.
NAG-AABOT NA SI JOE? (KASU-OIMA) (ARO-ALDAW) (KASU-BANGGI) (NGUNYAN)	NAG-ÁABÓT NA SI JOE? NAG-ABOT NA SI JOE? NAG-ÁABÓT NA SI JOE? NAG-ABOT NA SI JOE? NAG-ÁABÓT NA SI JOE?
DAI AKO NAGDUMAN. (ARO-ALDAW) (KASU-BANGGI) (KASU-OIMA)	DAÍ AKÓ NAGDUMÁN, DAÍ AKO NAGDUDUMAN. DAÍ AKO NAGDUMÁN. DAÍ AKO NAGDUMÁN.
DAI IX KA NAGLUTO? (NGUNYAN) (ARO-ALDAW) (KASU-BANGGI) (KASU-OIMA)	DAÍ KA NAGLUTO? DAÍ KA NAGLULUTO? DAÍ KA NAGLULUTO? DAÍ KA NAGLUTO? DAÍ KA NAGLUTO?
Aren't you studying now? DAÍ KA NAG-AÁDAL NGUNYÁN? Didn't you study yesterday? NAG-ÁDAL KASU-OIMA? Don't you study every day? NAG-AADAL ARO-ÁLDAW? Didn't you study last night? NAG-ÁDAL KASU-BANGGI?	
Aren't you working now? DAÍ KA NAGTATRABAHO NGUNYÁN? Didn't you work yesterday? NAGTRABAHO KASU-OIMA? Don't you work every day? NAGTATRABAHO ARO-ALDAW? Didn't you work last night? NAGTRABAHO KASU-BANGGI?	
-etc. with "cook," "read", "go", "write" -	

VI. Contrasts: "present," "past," "future."

Cues: NGUNYÁN, ARO-ALDAW ("present")

KASU-ODMA, KASU-BANGGI ("past")

SA AGA, SA SARÓNG SEMANA ("next week") ("future")

The goal of these drills is automatic response.  
Teacher gives model sentence, student repeats, then  
teacher gives time cue which changes the sentence.

Teacher

NAG-ABÓT AKÓ.  
SA AGA.  
KASU-ODMA.  
SA SARONG SEMANA.  
NGUNYAN.  
ARO-ALDAW.

NAGLULUTO SIYA.  
SA AGA.  
NGUNYAN.  
KASU-BANGGI.  
ARO-ALDAW.  
KASU-ODMA.

MAKARIGOS KAMI.  
SA AGA.  
NGUNYAN.  
ARO-ALDAW.  
SASARONG SEMANA.  
KASU-BANGGI.

NAG-ADAL KA?  
SA SARONG SEMANA.  
KASU-ODMA.  
ARO-ALDAW.  
KASU-BANGGI.  
NGUNYAN.

MAKAWAT SINDA.  
KASU-BANGGI.  
ARO-ALDAW.  
SA AGA.  
SA SARONG SEMANA.  
NGUNYAN.

Student

NAG-ABÓT AKO.  
MA-ABOT AKO.  
NAG-ABOT AKO.  
MA-ABOT AKO.  
NAG-ABOT AKO.  
NAG-ABOT AKO.

NAGLULUTO SIYÁ.  
MALUTO SIYÁ.  
NAGLULUTO SIYÁ.  
NAGLUTO SIYÁ.  
NAGLULUTO SIYÁ.  
NAGLUTO SIYÁ,

MAKARIgos KAMÍ.  
MAKARIGOS, KAMÍ.  
NAGKAKARIGOS KAMÍ.  
NAGKAKARIGOS KAMÍ.  
MAKARIgos KAMÍ,  
NAGKARIgos KAMÍ.

NAG-ADAL KA?  
MA-ADAL KA?  
NAG-ADAL KA?  
NAG-AADAL KA?  
NAG-ADAL KA?  
NAG-AADAL KA?

MAKAWAT SINDÁ.  
NAGKAWAT SINDÁ.  
NAGKAKAWAT SINDÁ.  
MAKAWAT SINDA.  
MAKAWAT SINDÁ.  
NAGKAKAWAT SINDÁ.

etcetera

VII. Add: KAYA ("so, therefore, thus").

For these drills write an example of what is expected on the board:

NAGDUMÁN AKÓ KASU-ODMA, KAYA DAI AKÓ MÁDUMAN SA AGA.  
"I went yesterday, so I won't go tomorrow."

NAGBAKÁL AKÓ KASU-ODMA, KAYA DAI AKÓ MÁBAKAL SA AGA.  
"I bought yesterday, so I won't buy tomorrow."

"Past" vs. "Future"

<u>Teacher</u>	<u>Student</u>
DUMÁN	NAGDUMÁN AKÓ KASU-ODMA, KAYA DAI AKÓ MÁDUMAN SA AGA.
BAKÁL	NAGBAKÁL AKÓ KASU-ODMA, KAYA DAI AKÓ MÁBAKAL SA AGA.
INUM	NAGINUM AKÓ KASU-ODMA, KAYA DAI AKÓ MÁ-INUM SA AGA.
ÁDAL	NAG-ÁDAL AKÓ KASU-ODMA, KAYA DAI AKÓ MÁ-ÁDAL SA AGA.
TRABÁHO	NAGTRABÁHO AKÓ KASU-ODMA, KAYA DAI AKÓ MATRABÁHO SA AGA.
-etc.-	

(other cues: BAYLI, KAWAT, DIGDI, SULAT, KARIGOS)

Add: PERO ("but")

"Present" vs. "Future"

TRABÁHO	NAGTATRABÁHO AKÓ NGUNYÁN, PERO DAI AKÓ MATRABÁHO SA AGA.
KAKÁN	NAGKAKAKÁN AKÓ NGUNYÁN, PERO DAI AKÓ MAKAKAN SA AGA.
BÁSA	NAGBABÁSA AKÓ NGUNYÁN, PERO DAI AKÓ MABASA SA AGA.
DALÁGAN	NAGDADALÁGAN AKÓ NGUNYÁN, PERO DAI AKÓ MADALAGAN SA AGA.

(other cues: KARIGOS, ÁDAL, LAKÁW, LANGÓY, PILÍ, KAWAT)

VIII. "PRESENT" vs "PAST"

Add: TA ("because")

Write an example on the board to show what kind of response is expected.

Teacher

SÚLAT

ÁDAL

LUTÒ

KÁWAT

INÚM

KARÍGOS

Student

NAGSUSÚLAT AKÓ, TA DAÍ AKÓ  
NAGSÚLAT KASU-ODMA.

"I'm writing because I didn't write yesterday."

NAG-ÁDAL AKÓ TA DAÍ AKÓ  
NAG-ÁDAL KASU-ODMA.

NAGLULUTÒ AKÓ TA DAÍ AKÓ  
NAGLUTÒ KASU-ODMA.

NAGKAKÁWAT AKÓ TA DAÍ AKÓ  
NAGKAWAT KASU-ODMA.

NAG-IINUM AKÓ TA DAÍ AKÓ  
NAG-INUM KASU-ODMA.

NAGKAKARÍGOS AKÓ TA DAÍ AKÓ  
NAGKARÍGOS KASU-ODMA.

The reverse of the above drill, using KAYÀ ("so")

KARÍGOS

DAÍ AKÓ NAGKARÍGOS KASU-ODMA  
KAYÀ NAGKAKARÍGOS AKÓ NGUNYÁN.  
"I didn't take a bath yesterday so I'm taking a bath now."

KAKÁN

DAÍ AKÓ NAGKAKÁN KASU-ODMA  
KAYÀ NAGKAKÁNAKO NGUNYÁN.

PILI

DAÍ AKÓ NAGPILI KASU-ODMA  
KAYÀ NAGPIPILI AKÓ NGUNYÁN.

BAKÁL

DAÍ AKÓ NAGBAKÁL KASU-ODMA  
KAYÀ NAGBABAKÁL AKÓ NGUNYÁN.

-etc.-

\*\* Should these responses be too lengthy, have Student 1 respond with first half, Student 2 with second half of utterance.

**IX. Review the last dialogue and add the following:**

A: MÁSAFN KA?

B: DUMÁN SANÁ.

A: NAG-EESKUÉLA KA?

B: IYÓ PÔ.

A: SAÉN?

B: SA SAN JOSE.

A: WHERE ARE YOU GOING?

B: JUST OVER THERE.

A: ARE YOU GOING TO SCHOOL?

B: YES SIR.

A: WHERE?

B: IN SAN JOSE.

**X. Practice DIGDI, DYAN, DUMAN as responses to MÁSAEN KA?**

DIGDI ("here")

DYAN ("there, by you")

DUMAN ("there, far from us")

Practice DIGDI, DYAN (DIAN), DUMAN with the verbal affixes already presented.

**Teacher**

I went yesterday.  
SHF came today.  
We'll go tomorrow.  
They'll go next week.

Where are they going?  
Just here.  
Just there (by you)  
Just over there.

**Student**

NAGDUMAN AKÓ, KASU-ODMÀ.  
NAGDIGDI SIYA NGUNYAN.  
MADUMAN KAMI/KITA SA AGA.  
MADUMAN SINDÁ SA SARONG SEMÁNA.

MÁSAEN SINDÁ?  
DIGDI SANA.  
DYAN SANA,  
DUMAN SANA.

II. Review the two portions of dialogue presented and add:

A: NÁSA ANÓNG GRADE KA?

B: GRADE THREE.

A: SÍSAY AN MAESTRA MO?

B: SI MRS. PÁBULAR.

A: SÍGE, MÁDUMAN NA AKÓ.

A: WHAT GRADE ARE YOU IN?

B: GRADE THREE.

A: WHO'S YOUR TEACHER?

B: MRS. FABULAR.

A: OKAY, I'LL BE GOING NOW.

XI. SITUATION: Starting a conversation with a little boy on his way to school. The responses of the little boy (the instructor's role) will be brief.

Sample questions:

Students

MARHÁY NA AGA.  
MÁSAEN KA?

MÁSAEN KA?

ANÓ AN NGÁRAN MO?

DOMÍNGGO?

NAG-FESKUELA KA?

SA...?

MÁ-ANO KA DUMÁN?

SÍSAY AN KAIRÍBA MO?

NÁSA ANÓNG GRADE KA?

SAÉN KA NAGEESTÁR?

HARAYÔ?

SÍSAY AN MAÉSTRA MO?

SAÉN AN DÁGAT TA MAKARI-GOS AKO.

MAKARI-GOS KA SA DÁGAT SA AGA?

O, SÍGE, MÁDUMAN NA AKÓ.

Teacher

(DAÍ NAGSIMBÁG)

SA FSKUELÁHÁN.

DOMÍNGGO VILLARUÉL.

IYÓ. PÔ.

IYÓ PÔ.

SA SAN JOSE.

MAKAWAT.

AKÓ SANÁ.

GRADE TWO.

SA SAN JOSE.

BAKÔ. HARANI-ON.

SI. MRS. PÁBULAR.

DUMÁN SANÁ.

IYÓ PÔ.

GOOD-BYE SIR!

XIII. SITUATION: A group of curious children, courageous because of their numbers, beset a newly arrived American who does not know much Bikol. In their eagerness to ask the new American questions, many of the children repeat questions which have already been answered.

The part of the new arrival is played by the teacher, the children (MGÁ AKÍ) by the class.

Sample questions:

<u>Children</u>	<u>New arrival</u>
MÁSAFN KA, SIR?	ANÓ?
MÁSAFN KA?	DUMÁN SANÁ.
ANÓ AN NGARAN MO SIR?	DON.
ANÓ AN APFLYÍDO MO SIR?	BRYAN.
DON BRÁYAN?	IYÓ.
SAFN KA NAGEFSTAR?	DUMÁN.
PÍSKOR KA?	IYÓ.
MI'DBID MO SI ROGER ANDERSON? SÍSAY SIYÁ?	
PÍSKOR.	
TATAÓ KA NANG BÍKOL SIR? KADIKÍT SANÁ.	
SI ROGER, SIR, TATAÓ SIYÁNG BÍKOL.	
SÍSAY AN KAIRIBA MO?	AKÓ SANÁ.
SIR, SAFN KA NAGEFSTAR?	DUMÁN.
ANÓ AN APFLYÍDO MO SIR?	BRYAN.
BRÁYAN?	IYÓ.
MÁDUMAN NA KAMÍ, SIR.	O, SIGE.

LESSON FOUR

I. A: MAMIRÁ INÍNG MGÁ SIRÁ?

B: DYÍS SANÁ.

PIRÁ AN GÚSTO MO?

A: MAHALON MAN.

B: ITÓNG MGÁ SARADÍT, CÍNCO SANÁ. B: THOSE SMALL ONES ARE JUST FIVE ¢.

A: SADITON MAN: AN GÚSTO KO  
SI DARAKULÀ.

A: HOW MUCH EACH ARE THESE FISH?

B: JUST TEN CENTS.

HOW MANY DO YOU WANT?

A: IT'S VERY EXPENSIVE.

A: THEY'RE VERY SMALL; I WANT THE  
BIG ONES.

II. Add names of common marketed foods:

---

---

---

---

Substitute the names of these countable foods into the first line of the dialogue.

Teach: INÍ "This"

IYÁN "That, near you"

ITÓ "That, far from us"

(using pics) Teacher

Student

ANÓ INÍ?

SIRÁ IYÁN.

ANÓ IYÁN?

\_\_\_\_ INÍ.

ANÓ ITÓ?

\_\_\_\_ ITÓ.

-etc.-

Teach: -NG linker (NA following diphthong and consonant)

Add: PIRA ("How much" - re: price)

Teacher

Student Vender

IYÁN NA SIRÁ, PIRÁ IYÁN?

INÍNG SIRÁ, CÍNCO SANA.

INÍNG \_\_\_, PIRÁ INÍ?

IYÁN NA \_\_\_, CÍNCO SANA.

ITÓNG \_\_\_, PIRÁ ITÓ?

ITÓNG \_\_\_, CÍNCO SANA?

-etc.-

Students ask each other questions using the pattern practiced in the previous drill.

III. Teach: MGA (MANGA), the plural noun marker.

<u>Teacher</u>	<u>Student</u>
LALAKI	MGA LALAKI
BABAE	MGA BABAE
SIRÀ	MGA SIRÀ
-etc.-	
boys	MGA LALAKI
girls	MGA BABAE
fish (pl)	MGA SIRÀ
PUpils	MGA ESKUELA
-etc.	
student	ESKUELA
girls	MGA BABAE
man	LALAKI
pl-fish	MGA SIRÀ
-etc.-	

Around the class: NAGBAKAL AKÓNG MGA \_\_\_\_\_. "I bought some \_\_\_\_\_.  
(each student changes the noun)

NAG-ABÓT SI MGA \_\_\_\_\_. "The \_\_\_\_\_s arrived."

NAG-PILI AKÓNG MGA \_\_\_\_\_. "I picked out some \_\_\_\_\_.  
NAGDALAGAN SI MGA \_\_\_\_\_. "The \_\_\_\_\_s ran."

IV. Compare SADÍT (small one) to SARADÍT (small ones)

DAKULA (large one)    DARAKULA (large ones)

Question the students, using the common - though optional - plural verb marker - RV- (-R plus first vowel of root), and try to elicit this -RV- in their response.

e.g.                  MAKARÁWAT NA KAMÓ, ANÓ?

NAGDARALÁGAN KAMÓ KASU-CIMA, ANÓ?

Through appropriate practice, see if the students can respond correctly without an explanation first of how to form the new (optional) structure.

Practice this structure briefly as an introduction to its existence; the students need not master it at this point.

Teacher

NAGBÁSA SINDÁ,  
NAGSÚLAT SINDÁ.  
NAGDALÁGAN SINDÁ.  
etc.-

Student

NAGBARÁSA SINDÁ,  
NAGSURÚLAT SINDÁ.  
NAGDARALÁGAN SINDÁ.

NAG-AANO KAMÓ? (BASA)    NAGBABARÁSA KAMÍ,  
NAG-AANO KAMÓ? (SULAT)    NAGSUSURÚLAT KAMÍ.  
-etc,-

\* Note: NAGRALAKAW, NAGRALANGOY, NAGRULUTO, ETC. (roots beginning with L)

Should this structure prove difficult, make this a lesson in inductive analysis; write a few past verbs on the board and ask for the optional plural equivalent (plural in this case meaning more than two).

V. Add to the previous dialogue:

B: GURANO AN GUSTO MO?

B: HOW MUCH DO YOU WANT (TO GIVE)?

A: SISENTA AN SAMPULÓ.

A: SIXTY CENTS FOR THE TEN.

B: DAI PUDE! PIFREE MAN AKÓ!

B: CAN'T DO IT. I'LL LOSE.

A: O, SIGE.

A: OH, ALL RIGHT.

B: ANÓ PA?

B: WHAT ELSE?

A: DAI NA.

A: NOTHING ELSE.

VI. Teach the Bikol numbers one through ten:

SARÓ (1) DUWÁ (2) TOLÓ (3) APAT (4) LIMA (5)  
ANÓM (6) PITÓ (7) WALÓ (8) SIYAM (9) SAMFULÓ (10)

Substitute the numbers for SAMFULO:

Chain drill: B: GURÁNO AN GÚSTO MO?

A: SISFNTA AN \_\_\_\_\_.

Teach: PIRÁ AN \_\_\_\_\_ SAKÁ \_\_\_\_\_? "How much is \_\_\_\_\_ and \_\_\_\_\_?"

Ask: PIRÁ AN \_\_\_\_\_ SAKÁ \_\_\_\_\_?

PIRÁ AN SARÓ SAKÁ SARÓ?  
PIRÁ AN DUWA SAKÁ DUWA?  
PIRÁ AN SARÓ SAKA DUWA?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

-etc,-

VII. Add: TAMA (right, correct)  
SALĀ (wrong, incorrect)

Demonstrate: how children eagerly - when they know the answer - raise their arm and shout "AKÓ SIR, AKÓ SIR" or "AKÓ MAM, AKÓ MAM!"

SITUATION: An American teacher is conducting a review class for second grade children. The addition questions, being easy for the children, draw quite eager response and participation, although not all of the anxious answers are correct.

The instructor first demonstrates how this situation might go, and then has various students play the role of the teacher.

e.g.

<u>Teacher</u>	<u>Children</u>
PIRÁ AN DUWA SAKA DUWA?	AKÓ SIR, AKÓ SIR! LIMA!
TAMA IYAN?	SALĀ! SALĀ!
PIRÁ AN DUWA SAKA DUWA?	AKÓ SIR! APÁT!
TAMA IYAN?	TAMA SIR!
PIRÁ AN _____ SAKA _____?	_____!

Students should imitate the enthusiasm of second grade children participating in an easy review exercise.

VIII. Teach SARONG BANGGI

SARÓNG BANGGI

SARÓNG BANGGI, SA HIGDAÁN,  
NAKÁDANGÓG AKÓ NIN HUNI NIN  
SARÓNG GAMGÁM.  
  
SA LÚBA KO KATOROGAN,  
BAKÔ KUNDÍ SÍMONG VÓCES IYÓ PALÁN.  
DÁGOS AKÓ BANGON SI SAKUYANG  
MATÁ IMINULAT.  
  
KAIDTÓNG KADIKLUMAN AKÓ NAGALAGKALAG.  
KASU IHILING KO SI SAKUYANG MATA  
SA ITAAS  
  
SIMONG LAWOG NAHILING KO MALINAWAG.

ONE NIGHT

One night in bed  
I heard the sound of  
A bird.  
I thought it was a dream,  
It was not: it was your voice!  
I arose and opened  
My eyes.  
In the darkness I looked around.  
When I looked up  
I saw your beaming face.

LESSON FIVE

I. Review the two parts of the dialogue from LESSON ONE.

Add ons:

A: MÁ-ITÓM KA.

A: YOU'LL GET DARK (BLACK).

B: GÚSTO KONG MAGITÓM.

B: I WANT TO GET DARK (BLACK).

Substitute for MAGITOM:

Teacher

ITÓM  
INIM  
BASA  
SULAT  
KAWAT  
DUMÁN  
BAKÁL  
PILI  
TRABÁHO

Student

GÚSTO KONG MAGITÓM.  
GUSTO KONG MAG-INUM.  
GUSTO KONG MAGBASA.  
GUSTO KONG MAGSULAT.  
GUSTO KONG MAGKAWAT.  
GUSTO KONG MAGDUMAN.  
GUSTO KONG MAGBAKAL.  
GUSTO KONG MAGPILI.  
GUSTO KONG MAGTRABAHO.

Teacher

I want to read.  
I want to go.  
I want to sing.  
I want to dance.  
I want to walk.  
I WANT TO sit down.  
I want to study.

Student

GÚSTO KONG MAGBASA.  
GUSTO KONG MAGDUMAN.  
GUSTO KONG MAGKANTA.  
GUSTO KONG MAGBAYILI.  
GUSTO KONG MAGLAKAW.  
GUSTO KONG MAGTUKAW.  
GUSTO KONG MAG-ADAL.

Teacher

ANÓ AN GÚSTO MO?  
ANO AN GÚSTO MO?  
ANO AN GÚSTO MO?  
-etc.-

Student

GÚSTO KONG \_\_\_\_\_.  
GÚSTO KONG \_\_\_\_\_.  
GÚSTO KONG \_\_\_\_\_.  
\_\_\_\_\_.

Student 1

ANÓ AN GÚSTO MO?  
ANO AN GÚSTO MO?

-etc.-

Student 2

GÚSTO KONG \_\_\_\_\_.  
GÚSTO KONG \_\_\_\_\_.  
\_\_\_\_\_.

II. Practice the pattern "GUSTO \_\_\_\_ -NG MAG\_\_\_\_" with pronouns:

Teacher

GÚSTO KONG MAGDUMAN.  
"I want to go."

SIYA  
IKA  
KAMÓ  
SINDA  
KITÁ  
SIYA'

GÚSTO KAMÓNG MAGBAYLI.

AKO  
IKA  
SIYA  
SINDA  
KAMI  
KAMÓ

GÚSTO KANG MAGKARÍGOS?

SIYA  
KAMÓ  
SINDA  
KITÁ  
IKA'

She wants to get dark.  
They want to get dark.  
I want to get dark.  
We (not you) want to....  
You want to get dark.  
He wants to get dark.

Do we-all want to drink?  
Do they want to drink?  
Does he want to drink?  
Do you-all want to drink?  
Does she want to drink?  
Do you want to drink?

Student

GÚSTO KONG MAGDUMAN.

GÚSTO SIYANG MAGDUMAN.  
GUSTO KANG MAGDUMAN.  
GUSTO KAMONG MAGDUMAN.  
GUSTO SINDANG MAGDUMAN.  
GUSTO KITANG MAGDUMAN.  
GUSTO SIYANG MAGDUMAN.

GÚSTO KAMÓNG MAGBAYLI.

GUSTO KONG MAGBAYLI.  
GUSTO KANG MAGBAYLI.  
GUSTO SIYANG MAGBAYLI.  
GUSTO SINDANG MAGBAYLI.  
GUSTO KAMING MAGBAYLI.  
GUSTO KAMONG MAGBAYLI.

GÚSTO KANG MAGKARÍGOS?  
GUSTO SIYANG MAGKARÍGOS?  
GUSTO KAMONG MAGKARÍGOS?  
GUSTO SINDANG MAGKARÍGOS?  
GUSTO KITANG MAGKARÍGOS?  
GUSTO KANG MAGKARÍGOS?

GÚSTO SIYANG MAGITOM.  
GUSTO SINDANG MAGITOM.  
GUSTO KONG MAGITOM.  
GUSTO KAMING MAGITOM.  
GUSTO KANG MAGITOM.  
GUSTO SIYANG MAGITOM.

GUSTO KITANG MAGINOM?  
GUSTO SINDANG MAGINOM?  
GUSTO SIYANG MAGINOM.  
GUSTO KAMONG MAGINOM?  
GUSTO SIYANG MAGINOM?  
GUSTO KANG MAGINOM?

-etc.-

III. Add: HABÓ (don't want to/ don't like to)

Chain drill:

Student 1

Student 2

Teacher's cue:

ÁDAL	GÚSTO KANG MAG-ÁDAL?	HABÓ. ("I don't want to.")
BASA	GUSTO KANG MAGBASA?	HABÓ.
KAWAT	GUSTO KANG MAGKAWAT?	HABÓ.
LAKAW	GUSTO KANG MAGLAKAW?	HABÓ.
TUKAW	GUSTO KANG MAGTUKAW?	HABÓ.
DUMAN	GUSTO KANG MAGDUMAN?	HABÓ.
LANGÓY	GUSTO KANG MAGLANGÓY?	HABÓ.

Cue

PILI

A: GÚSTO KANG MAGPILI? "Do you want to choose (something)?"  
B: HABÓ. "No, I don't want to."  
A: ANO PO? "Pardon?" ("What?")  
B: HABÓ KONG MAGPILI. "I don't want to choose (anything)."

KARÍGOS

A: GÚSTO KANG MAGKARÍGOS? "Do you want to take a swim (bath)?"  
B: HABÓ. "No, I don't want to."  
A: ANO PO? "Pardon?"  
B: HABÓ KONG MAGKARÍGOS. "I don't want to take a swim (bath)."

other cues:

BÁYLI, KAKÁN, DALÁGAN, LAKÁW, DUMAN.

IV. Add: **TATAÓ** ("know how to")

Teacher asks questions which students answer by IYO, DAI .  
When ready, students ask each other similar questions.

Sample questions:

TATAÓ KANG MAGLANGÓY?

TATAÓ KANG MAGLUTO?

TATAÓ KANG MAGBÁSA NIN BÍKOL?

TATAÓ KANG MAGBÁYLI NIN TANGO?

TATAÓ KANG MAGKÁWAT NIN "BRIDGE?"

TATAÓ KANG MAGKÁWAT NIN "CHINESE CHECKERS?"

TATAÓ KANG MAGKÁNTA NIN SARÓNG BANGGI?

TATAÓ KANG MAGSÚLAT NIN BIKOL?

TATAÓ KANG MAGLANGÓY NIN "BACKSTROKE?"

Further questions (based on responses to the above):

SI \_\_\_\_\_, TATAÓ SIYÁNG MAGLANGÓY?

SI \_\_\_\_\_, TATAÓ SIYÁNG MAGLUTO?

SI \_\_\_\_\_, TATAÓ SIYÁNG MAG\_\_\_\_\_ NIN \_\_\_\_\_?

-etc,-

V. Add: MOS NÁ ("Let's go.")

MAG \_\_\_\_\_ KITÁ. ("Let's \_\_\_\_\_.")

Write an example of the following on the board for students to follow.  
Have students substitute in the verb slot.

Cue: KARÍGOS

A: MOS NÁ. MAGKARÍGOS KITÁ.

A: Let's go. Let's take a swim (bath).

B: HABÓ.

B: I don't want to.

A: ANO PÔ?

A: Pardon?

B: HABÓ KONG MAGKARÍGOS.

B: I don't want to take a swim (bath).

Cue: KÁWAT

A: MOS NÁ. MAGKÁWAT KITÁ.

B: HABÓ.

A: ANO PÔ?

B: HABÓ KONG MAGKÁWAT.

CUE: KAKÁN\*

A: MOS NÁ. MAGKAKÁN KITÁ.

B: HABÓ.

A: ANO PÔ?

B: HABÓ KONG MAGKAKÁN.

Other cues: INUM, TRABAHO, ADAL, DUMAN, BAYLI.

\* Add: KAON (KA-ON) - "eat" - the form used in Legazpi and other areas.  
Practice KAON in natural utterances using the affixes already presented: MA-, NAG-, NAG/cv-, MAG-

VI.

Teacher

Let's read.  
I want to read.  
I don't want to read.  
I don't like to read.  
I know how to read.

Let's dance.  
I want to dance.  
I don't want to dance.  
I don't like to dance.  
I know how to dance.

Let's study.  
I want to study.  
I don't want to study.  
I don't like to study.  
I know how to study.

Let's read.  
Let's write.  
Let's take a swim.  
Let's eat.  
Let's drink.  
Let's work.  
Let's go.

Does she want to sing?  
Does she like to sing?  
Doesn't she want to sing?  
Doesn't she like to sing?

Do they want to buy?  
Do they like to buy?  
Don't they want to buy?  
Don't they like to buy?

Do you want to get dark?  
Do you like to get dark?  
Don't you want to get dark?  
Don't you like to get dark?

Do you know how to play?  
Do you know how to swim?  
Do you know how to cook?  
Do you know how to dance?  
Do you know how to speak Bikol?

Student

MAGBÁSA KITA.  
GUSTO KONG MAGBASA.  
HABÓ KONG MAGBASA.  
HABÓ KONG MAGBASA.  
TATAÓ AKONG MAGBASA.

MAGBÁYLI KITA.  
GUSTO KONG MAGBÁYLI.  
HABÓ KONG MAGBÁYLI.  
HABÓ KONG MAGBÁYLI.  
TATAÓ AKYNG MAGBÁYLI.

MAG-ÁDAL KITA.  
GUSTO KONG MAG-ADAL.  
HABÓ KONG MAG-ADAL.  
HABÓ KONG MAG-ADAL.  
TATAÓ AKONG MAG-ADAL.

MAGBÁSA KITA.  
MAGSULAT KITA,  
MAGKARIGOS KITA.  
MAGKAKAN/MAGKAON KITA.  
MAGINUM KITA.  
MAGTRABAHO KITA.  
MOS NA. (MAGDUMAN KITA)

GUSTO SIYÁNG MAGKÁNTA?  
GUSTO SIYANG MAGKANTA?  
HABÓ SIYÁNG MAGKANTA?  
HABÓ SIYANG MAGKANTA.

GUSTO SINDÁNG MAGBAKÁL?  
GUSTO SINDANG MAGBAKAL?  
HABÓ SINDANG MAGBAKAL?  
HABÓ SINDANG MAGBAKAL?

GUSTO KANG MAGITÓM?  
GUSTO KANG MAGITOM?  
HABÓ KANG MAGITOM?  
HABÓ KANG MAGITOM?

TATAÓ KANG MAGKÁWAT?  
TATAÓ KANG MAGLANGOY?  
TATAÓ KANG MAGLUTO?  
TATAÓ KANG MAGBAYLI.  
TATAÓ KANG MAGBIKOL?

VII. Present and practice numbers of Spanish origin, from 5 to 95.

5 : SÍNCO	55: SINKWENTA Y SÍNCO
10: DYES	60: SESENTA
15: KÍNSE	65: SESENTA y SÍNCO
20: BEÝNTE	70; SETENTA
25: BEÝNTE Y SÍNCO	75: SETENTA Y SÍNCO
30: TREÝNTA	80: OCHÉNTA
35: TREÝNTA Y SÍNCO	85: OCHÉNTA Y SÍNCO.
40: KWARENTA	90: NOBFNTA
45: KWARENTA Y SÍNCO	95: NOBFNTA Y SÍNCO
50: SINKWENTA	(100: SANGATOS)

Practice 10, 20, 30, 40, 50 etc. first.

It is not intended that the class will master these numbers during class.

VIII. Using pictures or objects, teacher asks class to add the price of known commodities, e.g.

INING MGA SIRÀ DYES SANA.  
INING MGA MANGGA, BEYNTÉ.  
PIRA AN BAYAD?

"These fish are just ten (centabos).  
"These mangoes are twenty."  
"How much is the cost?"

TREYNTA.

ITONG MGA \_\_\_\_\_, BEYNTÉ.  
ITONG MGA \_\_\_\_\_, SINCO.  
PIRA AN BAYAD?

BEYNTÉ Y SINCO.

-etc.-

Students ask each other to add up the prices of two items, one or both in the singular (NING MGA \_\_\_\_\_ etc.) or plural (NING MGA \_\_\_\_\_, etc.).

**IX. SITUATION:**

A radio broadcaster, armed only with a small, portable tape-recorder and plug-in microphone, interviews a group of \_\_\_\_ recently arrived Peace Corps Volunteers. The tape is to be done entirely in Bikol, since it is hoped that many barrio people unfamiliar with either English or the Peace Corps will listen in to the locally broadcast program.

The teacher takes the part of the radio interviewer, asks the Volunteers specific questions about their training, some autobiographical questions, what their mission is, etc.

The "interviewer" will supply necessary vocabulary (e.g. TABANG "help") as the need arises. As a finale, the Volunteers might be asked to sing a song ("Sarong Banggi") for the listening audience.

- \* It would be effective to tape-record this situation and play it back for the participants.

X. Negative commands.

Teacher

DAÍ KA MAG-INÚM.  
"Don't drink."

BÁSA  
SULAT  
KAKAN  
DUMÁN  
KARÍGOS  
BAKAL  
TRABAHO

Student

DAÍ KA MAG-INÚM.

DAÍ KA MAGBÁSA.  
DAÍ KA MAGSULAT.  
DAÍ KA MAGKAKAN.  
DAÍ KA MAGDUMÁN.  
DAÍ KA MAGKARÍGOS.  
DAÍ KA MAGBAKAL.  
DAÍ KA MAGTRABAHO.

Adds -PARA-, as in - DAÍ KA MAGPARAKAKÁN. "Don't eat so much!"  
DAÍ KA MAGPARAINUM. "Don't drink so much!"  
NAGPARAKAKÁN AKO. "I ate too much."  
NAGPARAINUM AKO. "I drank too much."

Teacher

NAGPARAKAKÁN AKO.  
"I ate too much."

NAGPARA-INÚM AKO.

NAGPARA-ÁDAL AKO.

NAGPARATRABAHO AKO.

NAGPARABÁSA AKO.

NAGPARA\_\_\_\_\_ AKO.

Student

DAÍ KA MAGPARAKAKÁN!  
"Don't eat so much!"

DAÍ KA MAGPARA-INÚM!

DAÍ KA MAGPARA-ÁDAL!

DAÍ KA MAGPARATRABAHO!

DAÍ KA MAGPARABÁSA!

DAÍ KA MAGPARA\_\_\_\_\_!

X<sub>1</sub>. SItuation: A small and mischeivous child (played by the instructor) is doing to excess a number of things his visiting relatives (the class) wish he would stop. The child informs them of what he is doing ("I'm eating a lot of candy," e.g.) and the protective relatives try to curb his indulgent behavior ("Don't eat so much" e.g.).

LESSON SIX: Review

Review dialogues, vocabulary, and structural patterns presented in the first five lessons.

Introduce and practice additional uses of the MAG- verbs (MA-, NAG-, NAG/cv-, MAG-) not yet practiced. E.g.:

NAG/cv - meaning "was \_\_\_\_\_ing"  
"used to \_\_\_\_\_"  
"would \_\_\_\_\_ (habitually)"

Where patterns are weakly grasped, devise additional question-answer drills, then initiate conversation focused on the particular pattern.

E.G. A: TATAO KANG MAGBAYLI? "Do you know how to dance?"  
B: IYO. NAGBAYLI AKO KASU-BANGGI. "Yes, I danced last night."

A: TATAO KANG MAGKANTA?  
B: IYO. NAGKANTA AKO KASU-BANGGI.

-etc.-

A: MAGTRABAHO KA.  
B: NAGTATRABAHO NA AKO. "Work!"  
"I'm already working."

A: MAG-ADAL KA.  
B: NAG-AADAL NA AKO.

-etc.-

A: MADUMAN SI \_\_\_\_\_? "Is \_\_\_\_\_ going to go?"  
B: DAI. HABO SIYANG MAGDUMAN. "No, he doesn't want to go."

A: MAKARIGOS SI \_\_\_\_\_?  
B: DAI. HABO SIYANG MAGKARIGOS.

-etc.

I'm going to work.  
I'm working.  
I work.  
I was working.  
I worked.

MATRABAHO AKO.  
NAGTATRABAHO AKO.  
NAGTATRABAHO AKO.  
NAGTATRABAHO AKO.  
NAGTRABAHO AKO.

She's going to sing.  
She'll sing.  
She sang.  
She sings.  
She's singing.  
She was singing.  
She used to sing.

We're going to read.  
We'll read.  
We read. (past)  
We read (present)  
We're reading.  
We were reading.  
We used to read.

Is he going to dance?  
Will he dance?  
Does he dance?  
Is he dancing?  
Was he dancing?  
Did he used to dance?  
Did he dance?

MAKANTA SIYA.  
MAKANTA SIYA.  
NAGKANTA SIYA.  
NAGKANTA SIYA.  
NAGKANTA SIYA.  
NAGKANTA SIYA,  
NAGKANTA SIYA.

MABASA KAMI.  
MABASA KAMI.  
NAGBASA KAMI.  
NAGBABAASA KAMI.  
NAGBABAASA KAMI.  
NAGBABAASA KAMI.  
NAGBABAASA KAMI.

MABAYLI SIYA?  
MABAYLI SIYA?  
NAGBABAYLI SIYA?  
NAGBABAYLI SIYA?  
NAGBABAYLI SIYA?  
NAGBABAYLI SIYA?  
NAGBABAYLI SIYA?

\*etc.\*

LESSON SEVEN

I.

A: MÁSAFN KA?

B: SA SÁDAN.

A: MÁANO KA?

B: MÁBAKAL AKÓNG SIRÁ.

A: WHERE'RE YOU GOING?

B: TO THE MARKET.

A: WHAT'RE YOU GOING TO DO?

B: I'M GOING TO BUY SOME FISH.

Teacher

MÁBAKAL AKÓNG SIRÁ.  
SIYA  
IKÁ  
KAMÍ  
KAMÓ  
KITÁ  
SINDÁ  
AKÓ

Student

MÁBAKAL AKÓNG SIRÁ.  
MABAKAL SIYANG SIRA.  
MABAKAL KANG SIRA.  
MABAKAL KAMING SIRA.  
MABAKAL KAMONG SIRA.  
MABAKAL KITANG SIRA.  
MABAKAL SINDANG SIRA.  
MABAKAL AKONG SIRA.

Chain drill: Student A substitutes pronouns in MÁSAFN KA? and Student B makes appropriate changes in his responses.

Cues: KAMÓ, IKÁ, SIYA, SINDÁ, SI \_\_\_\_\_,  
SI MGA BABAE, SI MGA LALAKI.

II. Substitute for B's responses, e.g.:

A: MÁSAFN KA?

B: SA KUSÍNA.

A: MÁANO KA?

B: MALUTÒ AKÓNG SIRÀ.

A: WHERE'RE YOU GOING?

B: TO THE KITCHEN.

A: WHAT'RE YOU GOING TO DO?

B: I'M GOING TO COOK SOME FISH.

Add: KUNYAN ("whatchamacallit", a filler word that fills a space when the right word cannot be thought of)

Student B substitutes for SADAN, KUSINA and then responds to MÁANO KA? with an appropriate verb and object, e.g.  
SA LIBRARY - MABÁSA AKÓNG LIBRO; SA DINING ROOM - MAKAKAN AKÓNG SANWICH. Where vocabulary is missing allow an English word or KUNYAN.

III.

Teacher

ANO AN BABAKALON MO?  
"What are you going to buy?"

ANO AN BABAKALON MO?

ANO AN LULUTOON MO?  
"What are you going to cook?"

ANO AN LULUTOON MO?

ANO AN HAHANAPON MO?  
"What are you going to look for?"

ANO AN HAHANAPON MO?

ANO AN IINUMON MO?

ANO AN KAKAKANON MO?

ANO AN AADALON MO?

ANO AN BABASAHON MO?

ANO AN KAKAWATON MO?

ANO AN PIPILION MO?

Student

MABAKAL AKONG \_\_\_\_\_.  
"I'm going to buy a/some \_\_\_\_\_."

MABAKAL AKONG \_\_\_\_\_.  
MABAKAL AKONG \_\_\_\_\_.  
MABAKAL AKONG \_\_\_\_\_.

etc.

MALUTO AKONG \_\_\_\_\_.  
"I'm going to cook a/some \_\_\_\_\_. "

MALUTO AKONG \_\_\_\_\_.  
MALUTO AKONG \_\_\_\_\_.  
MALUTO AKONG \_\_\_\_\_.

etc.

MAHANAP AKONG \_\_\_\_\_.  
"I'll look for a/some \_\_\_\_\_. "

MAHANAP AKONG \_\_\_\_\_.  
MAHANAP AKONG \_\_\_\_\_.  
MAHANAP AKONG \_\_\_\_\_.

etc/.

MAINUM AKONG \_\_\_\_\_.

MAKAKAN AKONG \_\_\_\_\_.

MALADAL AKONG \_\_\_\_\_.

MABASA AKONG \_\_\_\_\_.

MAKAWAT AKONG \_\_\_\_\_.

MAPILI AKONG \_\_\_\_\_.

etc.

IV.

A: SAFN KA HALE?

B: SA SADAN.

A: NAG\*ANO KA?

B: NAGBAKAL AKONG SIRA.

A: WHERE 'VE YOU BEFN?

B: TO THE MARKET.

A: WHAT DID YOU DO?

B: I BOUGHT SOME/A FISH.

Teacher

NAGBAKAL AKONG SIRA.

SIYA

KAMO

IKA

SINDA

KAMI

AKO

KITA

SIYA

Student

NAGBAKAL AKONG SIRA.

NAGBAKAL SIYANG SIRA.

NAGBAKAL KAMONG SIRA.

NAGBAKAL KANG SIRA.

NAGBAKAL SINDANG SIRA.

NAGBAKAL KAMING SIRA.

NAGBAKAL AKONG SIRA.

NAGBAKAL KITANG SIRA.

NAGBAKAL SIYANG SIRA.

Substitute for SADAN, changing NAGBAKAL to an appropriate verb.  
e.g.

A: SAFN KA HALE?

B: SA ESKULAHAN.

A: NAG\*ANO KA?

B: NAG\*ADAL AKONG BIKOL.

V.

Teacher

Student

I bought a book.  
I bought some books.

NAGBAKAL AKONG LIBRO.  
NAGBAKAL AKONG MGA LIBRO.

She bought a flower.  
She bought some flowers.

NAGBAKAL SIYANG BURAK.  
NAGBAKAL SIYANG MGA BURAK.

He bought a fish.  
He bought some fish.

NAGBAKAL SIYANG SIRA.  
NAGBAKAL SIYANG (MGA) SIRA.

We drank a coke.  
We drank some coke.  
We drank a beer.  
We drank some beer.  
We drank a Pepsi.  
We drank some Pepsi.

NAGINUM KAMING COKE.  
NAGINUM KAMING COKE.  
NAGINUM KAMING BIR.  
NAGINUM KAMING BIR.  
NAGINUM KAMING PEPSI.  
NAGINUM KAMING PEPSI.

\*  
They bought pork.  
They bought some pork.  
They bought a pig.  
They bought some pigs.

NAGBAKAL SINDANG ORIG.  
NAGBAKAL SINDANG ORIG.  
NAGBAKAL SINDANG ORIG.  
NAGBAKAL SINDANG MGA ORIG.

Let's cook some fish.  
Let's read a book.  
Let's study Bikol.  
Let's play Scrabble.  
Let's eat some whatchamacallit.  
Let's pick out a fish.

MAGLUTO KITANG (MGA) SIRA.  
MAGBASA KITANG LIBRO.  
MAGADAL KITANG BIKOL.  
MAGKAWAT KITANG SCRABBLE.  
MAGKAKAN KITANG KUNYAN.  
MAGPILI KITANG SIRA.

Buy a beer.  
Cook some fish.  
Play Scrabble.  
Choose a book.  
Study Bikol.

MAGBAKAL KANG BIR.  
MAGLUTO KANG SIRA.  
MAGKAWAT KANG SCRABBLE.  
MAGPILI KANG LIBRO.  
MAGADAL KANG BIKOL.

He doesn't want to read a book.  
They don't want to cook fish.  
We don't want to drink beer.  
I don't want to play Scrabble.  
She doesn't like to study English.

HABO SIYANG MAGBASANG LIBRO.  
HABO SINDANG MAGLUTONG SIRA.  
HABO KAMING MAGINUM NIN BIR. \*\*  
HABO KONG MAGKAWAT NIN SCRABBLE.  
HABO SIYANG MAGADAL NIN ENGLISH.

\* Pig, pork = ORIG

\*\* NIN serves the same function as -NG; try to elicit from students when NIN is used.

VI. Grammar: elicit from the students what the function of -NG/NIN is in exercise V, when each is used (i.e. following what kinds of sounds).

Change affirmative statements with -NG into negative statements with NIN. F.g.

Teacher

MAKAWAT KANG BFYSBOL?  
"Will you play baseball?"

MAKAWAT KANG SCRABBLE?

MAKAWAT KANG POKER?

-etc.-

NAGBAKAL AKONG SIRA.  
"I bought a/some fish."

NAGBAKAL SIYANG SIRA.

NAGBAKAL KANG \_\_\_\_\_.

-etc.-

Student

DAI KA MAKAWAT NIN BFYSBOL?  
"Won't you play baseball?"

DAI KA MAKAWAT NIN SCRABBLE?

DAI KA MAKAWAT NIN POKER?

DAI AKO NAGBAKAL NIN SIRA.  
"I didn't buy a/eny fish."

DAI SIYA NAGBAKAL NIN SIRA.

DAI KA NAGBAKAL NIN \_\_\_\_\_.

VII. A: O, MAKAKADUMAN KA SA PARTI  
NI ROGER?  
B: DAI. IGWA AKONG MGA BISITA  
NGUNYAN NA BANGGI.  
A: AY SAYANG!  
B: SIGE, MA-INOT NA AKO.

A: OH, WILL YOU BE ABLE TO GO TO  
ROGER'S PARTY?  
B: NO. I'M HAVING VISITORS  
TONIGHT.  
A: OH TOO BAD.  
B: WELL, I'LL GO ON AHEAD NOW.

VIII. Substitute for PARTI: SÍNI (movies)

PÍSTA (fiesta)

BÁYLI (dance)

MERIÉNDA (afternoon snack)

HARÓNG NI \_\_\_\_\_ (\_\_\_\_\_ 's house)

Substitute for NGUNYAN NA BANGGI: NGUNYÁN NA ÁGA (this morning)

NGUNYÁN NA HÁPON (this afternoon)

SA ÁGANG ÁGA (tomorrow morning)

SA ÁGANG HÁPON (tomorrow afternoon)

SA ÁGANG BANGGI (tomorrow evening)

IX. Practice the MAKAKA- forms:

Cue:	Response:
DUMAN	MAKAKADUMAN
BASA	MAKAKABASA
SULAT	MAKAKASULAT
ADAL	MAKAKA-ADAL
TRABAHO	MAKAKATRABAHO
INUM	MAKAKA-INUM
BAKAL	MAKAKABAKAL
DIGDI	MAKAKADIGDI

Teacher

MADUMAN KA?

"Are you going to go?"

MATRABAHO KA?

DAI AKO MAKAKADUMAN.

"I won't be able to go."

MABAKAL KA?

DAI AKO MAKAKATRABAHO.

MALUTO KA?

DAI AKO MAKAKABAKAL.

MADGDI KA?

DAI AKO MAKAKALUTO.

-etc.-

Add: NU-ARIN ("when" - future)

Cue:

Student 1

Student 2

ADAL

NU-ARIN KA MAKAKA-ADAL?  
"When will you be able  
to study?"

SA AGA.

"Tomorrow."

TRABAHO

NU-ARIN KA MAKAKATRABAHO?

SA AGA,

DUMAN

NU-ARIN KA MAKAKADUMAN?

SA AGA.

INUM

NU-ARIN KA MAKAKAINUM?

SA AGA.

ABOT

PILI

LANGOY

KAWAT

DIGDI

X.

Teacher

Student

NAKÁKABÁYLI KANG TANGO? DAI, PERO NAKÁKABÁYLI AKONG CHA-CHA.  
"Can you dance the Tango?" "No, but I can dance Cha-Cha."

NAKÁKALUTÒ KANG ADOBO? DAI, PERO NAKÁKALUTÒ AKONG \_\_\_\_.

NAKÁKAKAWAT KANG \_\_\_\_? DAI, PERO NAKÁKAKAWAT AKONG \_\_\_\_.

NAKÁKAKÁNTA KANG \_\_\_\_? DAI, PERO NAKÁKAKÁNTA AKONG \_\_\_\_.

NAKÁKABÁSA KANG \_\_\_\_? DAI, PERO NAKÁKABÁSA AKONG \_\_\_\_.

-etc.-

Practice the above exercise, conversationally, with SIYA,  
KAMO,  
SINDA,  
SI \_\_\_\_.

XI. Add: DA (DA-Á) : "they say, it is said" (reporting what others have said)  
he says"

Cue	<u>Student 1</u>	<u>Student 2</u>	<u>Student 3</u>
TRABÁHO "work"	NAKÁKATRABÁHO NA AKÓ. "I can work now." "I'm able to work now."	ANÓ PÔ? "Pardon?"	NAKÁKATRABÁHO NA DAÁ SIYÁ. "He can work now, he says."
DUMAN	NAKÁKADUMÁN NA AKÓ.	ANO PÔ?	NAKÁKADUMÁN NA DAÁ SIYÁ.
DIGDI	NAKÁKADÍGDI NA AKÓ.	ANO PÔ?	NAKÁKADÍGET NA DAÁ SIYÁ.
BAKAL	NAKÁKABAKÁL NA AKÓ.	ANO PÔ?	NAKÁKABAKÁL NA DAÁ SIYÁ.
PILI	NAKÁKAPILI NA AKÓ,	ANO PÔ?	NAKÁKAPILI NA DAÁ SIYÁ.
LUTO	NAKÁKALUTO NA AKÓ.	ANO PÔ?	NAKÁKALUTO NA DAÁ SIYÁ.
ADAL	NAKÁKA-ÁDAL NA AKÓ.	ANO PÔ?	NAKÁKAÁDAL NA DAÁ SIYÁ.
BIKOL	NAKÁKABÍKOL NA AKÓ.	ANO PÔ?	NAKÁKABÍKOL NA DAÁ SIYÁ.
LANGOY	NAKÁKALANGÓY NA AKÓ.	ANO PÔ?	NAKÁKALANGÓY NA DAÁ SIYÁ.

XII.

<u>Teacher</u>	<u>Student</u>
NAKANAMIT KANG ____? "Have you tasted ____?"	IYO/ DAI. "Yes/No."
NAKANAMIT KANG ____?	IYO/DAI.
NAKA-INUM KANG ____?	IYO/DAI.
NAKADUMAN KA SA ____?	IYO/DAI.
NAKAKAWAT KANG ____?	IYO/DAI.
NAKALUTO KANG ____?	IYO/DAI.

Teacher asks each student a question with NAKANAMIT, then NAKA-INUM, etc. After students get idea of the new structure, they ask each other questions.

<u>Cue</u>	<u>Student 1</u>	<u>Student 2</u>
ADAL "study"	NAKA-ADAL KA NA? "Have you already studied?"	IYO NA/ DAI PA. "Yes, (I) already (have)/ Not yet."
DUMAN	NAKADUMAN KA SA ____?	IYO NA/ DAI PA.
BAKAL	NAKABAKAL KA NA?	IYO NA/ DAI PA.
KAKAN	NAKAKAKAN KA NA?	IYO NA/ DAI PA.

-etc.-

XIII. "NAKA- \_\_\_\_" (1) "HAVE \_\_\_\_ FD."  
(2) "WAS ABLE TO \_\_\_\_."  
(3) "HAPPENED TO \_\_\_\_,"  
"ACCIDENTLY \_\_\_\_ ED"

She has written. NAKASÚLAT SIYA.  
She was able to write. NAKASÚLAT SIYA.  
She happened to write. NAKASÚLAT SIYA.

---

<u>Teacher</u>	<u>Student</u>
I have arrived.	NAKA-ABOT AKO.
I was able to arrive.	NAKA-ABOT AKO.
I happened to arrive.	NAKA-ABOT AKO.
They have gone ahead.	NAKA-INOT SINDA.
They were able to go ahead.	NAKA-INOT SINDA.
They happened to go ahead.	NAKA-INOT SINDA.
Have you tasted whatchamacallit? NAKANAMIT KANG KUNYAN?	
Were you able to taste whatchamacallit? NAKANAMIT KANG KUNYAN?	
Did you happen to taste whatchamacallit? NAKANAMIT KANG KUNYAN?	
We've bought some fish.	NAKABAKAL KAMING SIRA.
We were able to buy some fish.	NAKABAKAL KAMING SIRA.
We happened to buy some fish.	NAKABAKAL KAMING SIRA.

-etc.-

XIV.

Teacher

NAKASULAT NA SI \_\_\_\_\_, ANO?

"\_\_\_\_\_ has already written,  
hasn't he?"

NAKADUMAN NA SI \_\_\_\_\_, ANO?

NAKA\_\_\_\_\_ NA SI \_\_\_\_\_, ANO?

NAKA\_\_\_\_\_ NA SI \_\_\_\_\_, ANO?

-etc.-

Student

DAI PA DAA SIYA NAKASULAT.

"He hasn't written yet they say."

DAI PA DAA SIYA NAKADUMAN.

DAI PA DAA SIYA NAKA\_\_\_\_\_.

DAI PA DAA SIYA NAKA\_\_\_\_\_.

Students question each other as above.

XV. Add more verbs: DARÁ (bring, take, carry)  
GÍBO (do, make)  
KUÁ (KI-Á get)  
TARÁM (speak)  
HILÍNG (see; look at)

1

NAKÁDARÁ KANG \_\_\_\_\_?  
"Have you brought a \_\_\_?"

NAKÁDARÁ KANG \_\_\_\_\_?

NAKAGÍBO KANG \_\_\_\_\_?

NAKAKUÁ KANG \_\_\_\_\_?

NAKATARÁM KANG \_\_\_\_\_?

NAKAHILÍNG KANG \_\_\_\_\_?  
"Have you seen a \_\_\_?"

2

DAI, PERO NAKÁDARÁ AKONG \_\_\_\_\_.  
"No, but I was able to bring a \_\_\_."

DAI, PERO NAKADARÁ AKONG \_\_\_\_\_.

DAI, PERO NAKAGÍBO AKONG \_\_\_\_\_.

DAI, PERO NAKAKUÁ AKONG \_\_\_\_\_.

DAI, PERO NAKATARÁM AKONG \_\_\_\_\_.

DAI, PERO NAKAHILÍNG AKONG \_\_\_\_\_.  
"No, but I happened to see a \_\_\_."

Teacher takes part of questioner - 1 - until students are able to do this. Each verb may be practiced a number of times by substituting for the noun objects.

XVI. SITUATION: IT's Saturday morning and a small group of fourth-year high school students has decided on a picnic and exploration party in a cave located atop Mt. \_\_\_\_\_, about five kilometers from barrio \_\_\_\_\_, in the town of \_\_\_\_\_, Camarines Sur. Now inside the cave, exhausted and hungry, they find out that many of their plans have not been carried out, e.g. the person who was to have brought the sandwiches has not brought them, the person who was to have brought water has not come at all, and, in short, all food has been left behind.

Decisions must be made on looking for food, cooking it, fetching water, and making a fire.

as much as is natural MAKA- forms should be used. The situation might go something like this, e.g. (the teacher assumes the controlling part):

O, NAKÁ-ABÓT NA KITÁ.

Oh, we've arrived.

SÁFN SI \_\_\_\_\_?

Where's \_\_\_\_\_?

DAÍ SIYÁ NAKADÍGDI.

He wasn't able to come.

PÉRO, MAKÁKADÍGDI DAA SIYÁ!

But, he said he'd be able to come!

HOY, \_\_\_\_\_, NAKÁDARA KANG MGA SANDWICH, ANO?

Hey, \_\_\_\_\_, you've brought some sandwiches, haven't you?

DAÍ AKÓ NAKÁDARÁNG MGA SANDWICH TA "VERY HEAVY" AN BASKIT.

I wasn't able to bring any sandwiches because the basket was very heavy.

IKÁ, \_\_\_\_\_, DAÍ KA NAKÁDARÁNG MGA SNACKS?

You, \_\_\_\_\_, haven't you brought any snacks?

DAÍ AKÓ NAKÁKUÁNG MGA SNACKS SA SÁDAN, KAYA NAKÁDARA AKÓNG MGA NAPKINS SAKA MATCHES.

I wasn't able to get any snacks at the market, so I've brought along some napkins and matches.

ANÓ, HABÔ KAMÓNG MAGKAKÁN?

What, don't you want to eat?!

GÚSTO! MAKÁKALUTÓ KAMÍNG MGA "YOUNG BAMBOO SHOOTS" SAKA MAKAKAHÁNAP KAMÍNG MGA "EDIBLE ROOT."

Yes! We can cook young bamboo shoots and we can look for edible roots.

SÍSAY AN MAKAKAHÁNAP NIN TÚBIG?

Who'll be able to look for water?

LESSON EIGHT

I. Adds **KASU-ARIN** ("when?" - past time)  
**KASU-BAGO** ("a short while ago")

1

NU-ARIN KA MAKAKADUMAN?

O, KASU-ARIN KA NAKADUMAN?

"When can you go?"

"Oh, when were you able to go?" "A short while ago."

2

NAKADUMAN NA AKO.

KASU-BAGO.

"I've already gone."

NU-ARIN KA MAKAKA\_\_\_\_\_?

O, KASU-ARIN KA NAKA\_\_\_\_\_?

NAKA\_\_\_\_\_ NA AKO.

KASU-BAGO.

-etc.-

II. He has worked.

He can work.

He'll be able to work.

Roger has bought some fish.

Roger can buy fish.

Roger'll be able to buy fish.

Have they brought any flowers?

Were they able to bring any flowers?

Will they be able to bring flowers?

Can they walk?

Will they be able to walk?

Have they been able to walk?

You haven't run, have you?

You won't be able to run, will you?

You aren't able to run, are you?

We'll be able to choose, they say.

We were able to choose, they say.

We have chosen, they say.

NAKATRABAHO SIYA.

NAKAKATRABAHO SIYA.

MAKAKATRABAHO SIYA.

NAKABAKAL SI ROGFR NIN SIRA.

NAKAKABAKAL SI ROGFR NIN SIRA.

MAKAKABAKAL SI ROGFR NIN SIRA.

NAKADARA SINDANG MGA BURAK?

NAKADARA SINDANG MGA BURAK?

MAKAKADARA SINDANG MGA BURAK?

NAKAKALAKAW SINDA?

MAKAKALAKAW SINDA?

NAKALAKAW SINDA?

DAI KA NAKADALAGAN, ANO?

DAI KA MAKAKADALAGAN, ANO?

DAI KA NAKAKADALAGAN, ANO?

MAKAKAPILI DAA KAMI.

NAKAPILI DAA KAMI.

NAKAPILI DAA KAMI.

III.

1

NAKÁKALANGÓY KA?  
"Can you swim?"

NAKÁKALUTO KA?

NAKÁKABÍKOL KA?

NAKÁKATARÁM KANG BIKOL?

NAKÁKABAYLI KA?

NAKÁKANTÀ KA?

-etc.-

2

DAI. GUSTO KONG MAKALANGOY.  
"No. I want to be able to swim."

DAI. GUSTO KONG MAKALUTO.

DAI. GUSTO KONG MAKABIKOL.

DAI. GUSTO KONG MAKATARAM.

DAI. GUSTO KONG MAKABAYLI.

Add: TÀNO? ("Why?" ; NGATA? "Why?")

GÚSTO KONG MAKABAYLI. TÀNO? (NGATA?)  
TA DAI AKO TATAONG MAGBAYLI.

"I want to be able to dance." "Why?"  
"Because I don't know how to dance."

GÚSTO KONG MAKABÍKOL. TÀNO? (NGATA?)  
TA DAI AKO TATAONG MAGBÍKOL.

GÚSTO KONG MAKAKA \_\_\_\_\_. TÀNO? (NGATA?)  
TA DAI AKO TATAONG MAG \_\_\_\_\_.  
-etc.-

IV.

Roger Anderson will come along (IBA). MA-IBA SI ROGER ANDERSON.  
Roger Anderson will be able to come along. MAKAKA-IBA SI ROGER ANDERSON.

He'll bring some beer.  
He'll be able to bring some beer.

MADARA SIYANG BIR.  
MAKAKADARA SIYANG BIR.

She'll get some fish.  
She'll be able to get some fish.

MAKUA SIYANG SIRA.  
MAKAKAKUA SIYANG SIRA.

We'll look for a bus.  
We can (will be able to) look for a bus. MAKAKAHANAP KAMING BUS.

NAGDIGDI AN MGA BABAE (ARO-  
ALDAW).  
NAKAKADIGDI AN MGA BABAE ARO-  
ALDAW.

The girls come here every day.

NAGLALANGOY AN MGA AKI?  
NAKAKALANGOY AN MGA AKI?

The girls are able to come here  
every day.

NAGLALAKAW NA PALAN AN MGA ...?  
NAKAKALAKAW NA PALAN AN MGA  
LALAKI?

Are the children swimming?  
Can the children swim?

NAGDUMAN AKO.  
NAKADUMAN AKO.

So the boys are walking now?  
So the boys can walk now?

NAGTARAM SI ROGER.  
NAKATARAM SI ROGER.  
NAKATARAM NA SI ROGER.

I went.  
I happened to go.

Roger spoke.  
Roger happened to speak.  
Roger has already spoken.

Whatshisname came along (IBA). NAG-IBA SI KUNYAN.  
Whatshisname happened to come along. NAKA-IBA SI KUNYAN.

She picked some flowers. (KUA)  
She was able to pick some flowers/  
She has already picked some flowers. NAGKUA SIYANG MGA BURAK.  
NAKAKUA SIYANG MGA BURAK.  
NAKAKUA EA SIYANG MGA BURAK.

V.

Teacher

I have visitors.  
You  
She  
He  
We-all  
We-not-you  
You-all  
They

Student

IGWÁ AKÓNG MGA BISÍTA.  
IGWÁ KANG MGA BISITA.  
IGWÁ SIYÁNG MGA BISITA.  
IGWÁ SIYÁNG MGA BISITA.  
IGWÁ KITANG MGA BISITA.  
IGWÁ KAMÍNG MGA BISITA,  
IGWÁ KAMONG MGA BISITA.  
IGWÁ SINDANG MGA BISITA.

The teacher, as a Bicol Sari-Sari store owner, answers the students questions "IGWÁ KANG \_\_\_\_?" ("DO YOU HAVE \_\_\_\_?") Students use English where vocabulary fails them, e.g.

IGWÁ KANG ONIONS? "Do you have onions?"

IGWÁ KANG DR. PEPPER? "Do you have Dr. Pepper?"

Teacher responds IGWÁ or MAYÓ (DAÍ)\*

VI. Add: IGWA ("There is/are/was/were/will be, etc.")

"IGWANG MGA \_\_\_\_\_ SA PILIPINAS? IGWA: Yes, there are.  
"Are there \_\_\_\_\_s in the Philippines? MAYO: No, there aren't.  
(DAI)

"IGWANG MGA PILIPINO DUMAN SA RHODE ISLAND?"

"IGWANG "WATER PROBLEM" SA MANILA?"

"IGWANG \_\_\_\_\_ SA \_\_\_\_\_?"

Teacher, students continue to ask each other questions  
with IGWA, responding with IGWA (affirmative) or MAYO (DAI)  
(negative.).

VII. SITUATION: A group of young Bicolanos wish to play volleyball, although they are not sure if each member of the group knows how to play; nor are they sure they have the equipment to play with. In the normal course of events difficulties crop up.

E.G.

HOY, ROGER, GÚSTO KANG MAGKÁWAT?  
FRISBY?

BAKÓ. NAKÁKAVOLLEYBALL KA?

TATAÓ. IGWÁ KANG VOLLEYBALL?

MAYÒ. IKÁ, IGWÁ KANG BALL?

MAYÒ. IGWÁNG VOLLEYBALL SI STEVE, ANÓ?

IGWÁ, PERO, "VERY SOFT" DAA.

IGWÁ SIYANG NET?

IGWÁ. MAGKUA KANG NET SA HARÓNG NI STEVE, OKAY? Yes, he has. Get a net from Steve's house, okay?

SÍGE. PERO DAÍ AKÓ MAKÁKAKÁWAT NGUNYÁN. Okay. But I can't play now.

GÚSTO KANG MAGKÁWAT NIN BADMINTON?

IYÓ.

MAKÁKADARÁ KANG SARÓNG RACKET?

Hey, Roger, do you want to play?

Frisby?

No, Can you play volleyball?

Yes, I know how. Do you have a v-ball?

No. You, do you have a ball?

No. Steve has a ball, doesn't he?

He has, but it's very soft, they say.

Does he have a net?

Do you want to play badminton?

Yes.

Can you bring a racket?

-etc.-

VIII.

**SITUATION:** Some people are planning a surprise birthday party for a neighbor child who will be eight. Although the party is to begin in a matter of hours, things are still confused, and questions of money and expenditures ("Do you have money? How much is pork? Tomatoes? Onions? Does \_\_\_\_\_ have onions? Does \_\_\_\_\_ have \_\_\_\_\_?") are still cropping up, as well as questions about who will be able to bring what (napkins, ice, cokes, fruit, plates, glasses, etc.) to the party, who can/will come to the party, who can't...

LESSON NINE

I. A: MAM, MASAOD NA PÔ AKÔ.

B: NAGKAÍPO KANG KWÁKTA?

A: IYÓ PÔ. MÁBAKAL AKÓNG SIRÀ.

B: SÍGE. BAKALÓN MC SI  
DAKULANG SIRÀ.

A: MA'AM, I'M GOING TO THE MARKET  
NOW.

B: DO YOU NEED ANY MONEY?

A: YES MA'AM. I'LL BUY SOME FISH.

B: ALL RIGHT. BUY THE  
BIG FISH.

II. BAKALON MO SI SIRA.

"Buy the fish"

Teacher

Buy the fish.  
Buy the \_\_\_\_.  
Buy the \_\_\_\_.  
Buy the \_\_\_\_.

-etc.-

Student

BAKALÓN MO SI SIRÁ.  
BAKALON MO SI \_\_\_\_.  
BAKALON MO SI \_\_\_\_.  
BAKALON MO SI \_\_\_\_.

BUY THE FISH.  
LOOK FOR THE FISH.  
COOK THE FISH.  
PICK OUT THE FISH.  
EAT THE FISH.  
BRING THE FISH.

BAKALÓN MO SI SIRÁ.  
HANÁPON MO SI SIRA.  
LUTOÓN MO SI SIRA.  
PILIÓN MO SI SIRA.  
KAKAÑÓN MO SI SIRA.  
DARAHÓN<sup>1</sup> MO SI SIRA.

Chain drill:  
(each student uses  
a different noun  
before the verb is  
changed)

BAKALÓN MO SI \_\_\_\_\_. "Buy the \_\_\_\_."  
HANÁPON MO SI \_\_\_\_\_. "Look for the \_\_\_\_."  
LUTÓON MO SI \_\_\_\_\_. "Cook the \_\_\_\_."  
PILIÓN MO SI \_\_\_\_\_. "Choose the \_\_\_\_."  
KAKAÑÓN MO SI \_\_\_\_\_. "Eat the \_\_\_\_."  
DARAHÓN MO SI \_\_\_\_\_. "Bring the \_\_\_\_."  
INUMÓN MO SI \_\_\_\_\_. "Drink the \_\_\_\_."

<sup>1</sup>-HON when root ends in a vowel

III. Reading practice.

A: MAM, MÁSAOD NA PÔ AKÓ.

B: NAGKAÍPO KANG KWARTA?

A: IYÓ PÔ. MÁBAKAL AKÓNG SIRÂ.

B: SÍGE. BAKALÓN MO SI DAKÚLANG SIRÂ.

A: OPÔ.

B: IGWÁ PA KITÁNG KAIPÓHAN?

A: MAYÒ NA KITÁNG CAFÉ.

B: O SÍGE, MAGBAKÁL KANG SARÓNG BOTILYANG CAFÉ.

A: SADÍT O DAKULÀ?

B: BAHALÀ KA NA.

A: KÚLANG NA AN TINAPAY.

B: DÍ, MAGBAKÁL KA. GURÂNO NA GABÓS?

A: MALA PÔ SAÍMO.

B: UNÍ AN DOS PÉSOS. TAMÀ INÍ PÁRA NGUNYÁN NA ALDAW?

A: TAMÀ NA.

A: MA'AM, I'M GOING TO THE MARKET NOW.

B: DO YOU NEED ANY MONEY?

A: YES MA'AM. I'LL BUY SOME FISH.

B: OKAY. BUY THE BIG FISH.

A: YES'M.

B: IS THERE ANYTHING ELSE WE NEED?

A: WE DON'T HAVE ANYMORE COFFEE.

B: OH, ALL RIGHT, BUY A JAR OF COFFEE.

A: SMALL OR LARGE?

B: IT'S UP TO YOU.

A: WE'RE SHORT ON BREAD. (THE BREAD IS LACKING)

B: THEN BUY SOME. HOW MUCH FOR EVERYTHING?

A: IT'S UP TO YOU, MA'AM.

B: HERE'S TWO PESOS. IS THIS ENOUGH FOR TODAY?

A: IT'S ENOUGH.

IV. Add: DAW (command softener)

<u>Teacher</u>	<u>Student</u>
COOK IT.	LUTO-ON MO DAW.
BUY IT.	BAKALÓN MO DAW.
EAT IT.	KAKANÓN MO DAW.
DRINK IT.	INUMÓN MO DAW.
CHOOSE IT.	PILI-ON MO DAW.
BRING IT.	DARAHÓN MO DAW.
MAKE IT.	GIBOHON MO DAW.
LOOK FOR IT.	HANAPON MO DAW.

-etc.-

<u>Teacher</u>	<u>Student</u>
SI SIRÁ?	LUTO-ON MO DAW (e.g.)
SI MGA BÁSO?	DARAHÓN MO DAW. (e.g.)
SI _____?	_____ ON MO DAW.
SI _____?	_____ ON MO DAW.
SI _____?	_____ ON MO DAW.

V.

1

I'LL BUY THE FISH.  
I'LL CHOOSE THE FISH.  
I'LL COOK THE FISH.  
I'LL LOOK FOR THE FISH.  
I'LL BRING THE FISH.  
I'LL EAT THE FISH.  
I'LL BUY THE FISH.

2

BABAKALÓN KO SI SIRÁ.  
PIPILÍ-ON KO SI SIRÁ.  
LULUTO-ON KO SI SIRÁ.  
HAHANÁPON KO SI SIRÁ.  
DADARAHÓN KO SI SIRÁ.  
KAKAKANÓN KO SI SIRÁ.  
BABAKALÓN KO SI SIRÁ.

Cue

1

2

BAKAL "buy"	BABAKALON MO SI SIRÁ? "Are you going to buy the fish?"	DAI. BABAKALÓN KO SI ORIG. "No. I'm going to buy the pork."
PILI	PIPILÍ-ON MO SI SIRÁ?	DAI. PIPILÍ-ON KO SI ORIG.
LUTO	LULUTO-ON MO SI SIRÁ?	DAI. LULUTO-ON KO SI ORIG.
HANAP	HAHANÁPON MO SI SIRÁ?	DAI. HAHANÁPON KO SI ORIG.
DARA	DADARAHON MO SI SIRÁ?	DAI. DADARAHÓN KO SI ORIG.
KAKAN	KAKAKANON MO SI SIRÁ?	DAI. KAKAKANÓN KO SI ORIG.
BAKAL	BABAKALON MO SI SIRÁ?	DAI. BABAKALÓN KO SI ORIG.

VI.

I'll buy it.  
I'll read it.  
I'll write it.  
I'll study it.  
I'll eat it.  
I'll drink it.  
I'll buy it.  
I'll choose it.  
I'll cook it.  
I'll bring it.  
I'll make it.  
I'll look for it.  
I'll get it.

You'll buy it.  
You'll read it.  
You'll write it.  
You'll study it.  
You'll eat it.  
You'll drink it.  
You'll choose it.  
You'll cook it.  
You'll bring it.  
You'll make it.  
You'll look for it.  
You'll get it.

BABAKALON KO.  
BABASAHON KO.  
SUSULATON KO.  
AADALON KO.  
KAKAKANON KO.  
INUMON KO.  
BABAKALON KO.  
PIPILION KO.  
LULUTOON KO.  
DADARAHON KO.  
GIGIBOHON KO.  
HAHANAPON KO.  
KUKWA-ON KO.

BABAKALON MO.  
BABASAHON MO.  
SUSULATON MO.  
A-ADALON MO.  
KAKAKANON MO.  
I-INUMON MO.  
PIPILI-ON MO.  
LULUTO-ON MO.  
DADARAHON MO.  
GIGIBOHON MO.  
HAHANAPON MO.  
KUKWA-ON MO.

Will you bring it? No.  
Bring it.

DADARAHON MO? DAI.  
DARAHON MO DAW.

Will you buy it? No.  
Buy it.

BABAKALON MO? DAI.  
BAKALON MO DAW.

Will you drink it? No.  
Drink it.

I-INUMON MO? DAI.  
INUMON MO DAW.

Are you going to read it? No. BABASAHON MO? DAI.  
Read it. BASAHON MO DAW.

Are you going to cook it? No. LULUTO-ON MO? DAI.  
Cook it. LUTO-ON MO DAW.

-etc.-

VII. SITUATION : A shy child (teacher), vaguely spoiled and refusing to eat supper, is besieged by members of the family to taste all the good things before him (salad, pork, fish, etc.).

E.g.

A: DAÍ KA NAKÁ-INÚM NIN MILK. INUMÓN MO DAW.

B: HABÓ!

C: KAKNÓN MO SI SIRÁ. MASIRAMON, ANÓ?

B: BAKÓ! HABÓ KONG MAGKAKÁN.

D: PERO DAÍ KA NAKANAMIT NIN SIRÁ. SÍGE!

B: HABÓ!

VIII. SITUATION : A fiesta dinner is being prepared by the Peace Corps Volunteers living in \_\_\_\_\_, a town of 12,400 in Camarines Sur. About ninety people are expected to show up, most of them teachers from the Central School. The menu has been decided on:

Green bean-tomato-onion salad  
Sweet and Sour Lapu-Lapu  
Lechon  
Mixed fruit (mango, banana, pineapple, orange, etc)  
White rice  
Beer, coca cola

The cook (the instructor) is being briefed on what to get at the market, how much, what to use in the salads, what things to bring from \_\_\_\_\_'s house (glasses, plates, etc.).

The "cook" will ask certain clarifying questions, e.g.

SAFN AK' MABAKAL NIN LAPU-LAPU?

NU-ARIN LULUTC-ON AN LECHON?

ANO AN BABAKALON KO PARA SA FRUIT SALAD?

IGWA PA KITANG KAIPOHAN?

KULANG NA AN TINAPAY. BABAKALON KO?

ANO AN DADARAHON KO SA HARONG NI STEVE?

IX. SITUATION : It's early Sunday morning and a group of friends, having decided on an outing at the beach - with a picnic barbecue - discusses who will be responsible for the buying, getting, cooking, bringing, of the various foodstuffs, etc.

The ring-leader (the instructor) makes sure things are well organized by asking questions. E.g.

BABAKALÓN KO AN CHICKEN PARA SA BARBECUE.  
\_\_\_\_\_, ANO AN BABAKALON MO?

BABAKALÓN KO AN \_\_\_\_\_.

IKA, \_\_\_\_\_, DADARAHÓN MO AN \_\_\_\_\_, ANO?

DAI. DADARAHÓN KO AN \_\_\_\_\_.

MAANO KITA NGUNA ("first")? MAKARIGOS KITA?

MAGKAKAN KITA NGUNA.

**I. SITUATION :** An aged and senile man, suddenly interested in what each of his servants is preparing for his merienda, quizzes each of them about their duties in the preparation of his afternoon snack, which, in this case, happens to be uncommonly elaborate.  
The old man (or woman), who is nearly deaf, constantly asks to have things repeated.

Add: NIYÁ ("he/she" when verb is of the -ON type)

c.g. A: MÁ-ANO KA, \_\_\_\_\_?

B: LULUTÓ-ON KO SI MGA \_\_\_\_\_.

A: ANO?

C: LULUTÓ-ON DAÁ NIYÁ SI MGA \_\_\_\_\_.

A: PERO IKA, ANO AN GIGIBÓHON MO?

C: GIGIBÓHON KO AN \_\_\_\_\_.

A: ANO?

D: GIGIBÓHON DAÁ NIYÁ AN \_\_\_\_\_.

XI. SITUATION : A small boy (girl), aged nine and a half, although extremely bright, is equally lazy, and in addition is quite cranky and rebellious at the moment. He refuses to do the things he is supposed to do, and his elder brothers and sisters command him to do productive things.

e.g. (instructor playing the child):

A: MADUMAN NA AKO TA DAI KO A-ADÁLON AN ENGLISH LESSON.

B: HOY, ADÁLON MO NA!

A: HABÓ!

B: SULÁTON MO DAW AN LFSSON.

A: O SIGF, FFRÓ DAI KO BABASÁHON SI LIBRO.

C: BASÁHON MO DAW SI LIBRO!

B: HABÓ!

-etc.-

LESSON TEN

I.	I'll buy it.	BABAKALÓN KO.
	You'll buy it.	BABAKALÓN MO.
	He'll buy it.	BABAKALÓN NIYA.
	We-all'll buy it.	BABAKALÓN TA.
	We (not you)'ll buy it.	BABAKALÓN MI.
	You(all)'ll buy it.	BABAKALÓN NINDO.
	They'll buy it.	BABAKALÓN NINDA.
	Roger'll buy it.	BABAKALÓN NI ROGER.
	You'll cook it.	LULUTOÓN MO.
I		LULUTOON KO.
She		LULUTOON NIYA.
We-all		LULUTOON TA.
They		LULUTOON NINDA.
You-all		LULUTOON NINDO.
We-not-you		LULUTOON MI.
Roger		LULUTOON NI ROGER.
	They're going to bring it.	DADARAHÓN NINDA.
I		DADARAHON KO.
We-all		DADARAHON TA.
You		DADARAHON MO.
He		DADARAHON NIYA.
Roger		DADARAHON NI ROGER.
	I'm going to make it.	GIGIBÓHON KO.
He		GIGIBOHON NIYA.
You		GIGIBOHON MO.
Roger		GIGIBOHON NI ROGER.
She		GIGIBOHON NIYA.
We-not-you		GIGIBOHON MI.

-etc.-

Add: INDA ("don't know")

II.

1

SÍSAY AN MALUTO?  
"Who's going to cook?"  
  
SISAY AN MABAKAL?  
  
SISAY AN MADARA?  
  
SISAY AN MAGIBO?  
  
SISAY AN MAPILI?  
  
SISAY AN MA-INUM?  
  
SISAY AN MAKAKAN?  
  
SISAY AN MABASA?  
  
SISAY AN MASULAT?

2

INDA. ANÓ AN LULUTOON?  
"I don't know. What's going to be cooked?"  
  
INDA. ANO AN BABAKALON?  
  
INDA. ANO AN DADARAHON?  
  
INDA. ANO AN GIGIBOHON?  
  
INDA. ANO AN PIPILION?  
  
INDA. ANO AN IINUMON?  
  
INDA. ANO AN KAKAKANON?  
  
INDA. ANO AN BABASAHON?  
  
INDA. ANO AN SUSULATON?

Cue

LUTO      SISAY AN MALUTO?  
              ~~ANO AN LULUTOON NIYA?~~

SI JOE.  
INDA.

BAKÁL      SISAY AN MABAKAL?  
              ANO AN BABAKALON NIYA?

SI JOE.  
INDA.

DARA      SISAY AN MADARA?  
              ANO AN DADARAHON NIYA?

SI JOE.  
INDA.

GÍBO      SISAY AN MAGIBO?  
              ANO AN GIGIBOHON MIYA?

SI JOE.  
INDA.

PILI

INUM

KAKÁN

BÁSA

SÚLAT

III. Add: OTRÓ (do again)

SIMBÁG (answer)

BÍLANG (count)

ABRI (open)

Practice: BILANGON MO DAW SI MGA \_\_\_\_\_.

"Count the \_\_\_\_\_ s."

SIMBAGON MO DAW.

"Answer it."

ABRIHON NINDO SI (MGA) LIBRO\_\_\_\_\_.

"Open your books."

OTROHON MO/NINDO DAW. "Repeat it/ do it again."

SITUATION : For a review arithmetic lesson in Grade Two, the teacher asks students to count various objects (students in the class, books, girls, boys, etc.), asking some uncertain students to repeat what they've said, asking some shy students to answer, etc.

e.g.

BILANGON MO DAW SI MGA PISKUELA. IKA, \_\_\_\_\_.

SARO, DUWA, TOLO, LIMA, APAT...

SALA. OTROHON MO DAW.

SARO, DUWA, TOLO, APAT, LIMA.

TAMA. MARHAY-RAYON. ("Very good")

\_\_\_\_\_, HILINGO MO AKO.

ABRIHON NINDO SI MGA LIBRO. \_\_\_\_\_, BILANGON MO DAW SI MGA LIBRO.

SIMBAGON MO DAW. DAI KA MASUPOG.

SARO, DUWA, WALO, ...

SALA. OTROHON MO DAW.

-etc.-

IV. Reading

A: A, ANÍON KA PALÁN! NAGPARAHÁLAT      A: OH, YOU'RE HERE! I'VE BEEN  
AKÓ SAÍMO. WAITING AND WAITING.

B: HALÓY KA NA?      B: (WAITING) A LONG TIME?

A: NAKATARÁM NA AKÓNG KADIKÍT NA BÍKOL. A: I SPFAK LITTLE BIKOL. IF YOU  
KUN MAGTARAM KANG LUWAY-LUWAY,  
MAKÁKASABÓT AKÓ. SPFAK SLOWLY I CAN UNDERSTAND.

B: SIGE, SASABÍHON KONG LUWAY-LUWAY. B: OKAY, I'LL SAY (THINGS) SLOWLY.  
NAKASABÓT KA? DID YOU UNDERSTAND?

A: IYÓ. GÚSTO KONG MAKATARÁM      A: YES. I WANT TO (BE ABLE TO) SAY  
"WHAT DO WE NEED?" "WHAT DO WE NEED?"

B: A, FÁCIL IYÁN, ÁROG KA-INÍ,  
"ANO AN KAIPOHAN TA?" B: OH, THAT'S EASY, LIKE THIS:  
"ANO AN KAIPOHAN TA?"

A: OTROHÓN MO DAW.      A: AGAIN, PLEASE.

B: "ANO AN KAIPOHAN TA?"  
ANO AN SISIMBAGON MO? B: "ANO AN KAIPOHAN TA?"  
WHAT WILL YOU ANSWER?

A: SISIMBAGÓN KO "AN ... ANÓ...  
KAIPOHAN TA... ANÓ..." A: I'LL ANSWER "WE... UH...  
NEED... UH..."

V. Introduce and practice ANÍON

YÍON

TOON

# VI. Introduce and practice -PARA- adding the meaning "too much,  
so much,  
do X continually"

NAGPARAKAKAN AKO. "I ate too much."

I drank too much.  
I bought too much.  
I talked too much.  
I swam too much.  
I walked too much.

NAGPARAINUM AKO.  
NAGPARABAKAL AKO.  
NAGPARATARAM AKO.  
NAGPARALANGÓY AKO.  
NAGPARALAKAW AKO.

1

NAGPAPARAINUM AKO.  
"I'm drinking too much."

NAGPAPATARAM AKO.

NAGPAPARA \_\_\_\_ AKO.

NAGPAPARA \_\_\_\_ AKO.

2

DAI KA MAGPARAINUM.  
"Don't drink so much."

DAI KA MAGPARATARAM.

DAI KA MAGPARA \_\_\_\_.

DAI KA MAGPARA \_\_\_\_.

-etc.-

\*Note: -PARA- has already been introduced and practiced in Lesson Five (p.60). Merely review it here.

VII. CIE

	1	2
INUM	INUMON MO. "Drink it."	DAI MO PAGINUMON. "Don't drink it."
BÁSA	BASAHON MO.	DAI MO PAGBASAHON.
SÚLAT	SULATON MO.	DAI MO PAGSULATON.
BAKÁL	BAKALON MO.	DAI MO PAGBAKALON.
PILI	PILION MO.	DAI MO PAGPILION.
LUTO	LUTOON MO.	DAI MO PAGLUTOON.
DARA	DARAHON MO.	DAI MO PAGDARAHON.
KAKÁN	KAKANON MO.	DAI MO PAGKAKANON.

CIE

	1	2
GÍBO	NU-ARIN MO GIGIBOHON? "When are you going to do/make it?"	DAI KO GIGIBOHON. GIGIBOHON NI JOE. "I'm not going to Joe'll do it." do/make it.
DARA	NU-ARIN MO DADARAHON?	DAI KO DADARAHON. DADARAHON NI JOE.
BAKAL	NU-ARIN MO BABAKALON?	DAI KO BABAKALON. BABAKALON NI JOE.
LUTO		
KUÁ		
INUM		
PILI		
BÍLANG		
OTRÓ		
ABRI		
SIMBÁG		
HILÍNG		

VIII. Add: **MAN** ("too/also")

**SÁNA** ("just/only")

**CUE**

**1**

**2**

**SIMBÁG**      **SISIMBAGON KO.**      **SISIMBAGON MAN NI JOE.**  
"I'm going to answer"      "Joe'll answer it too."

**OTRÓ**

**OOTROHON KO.**

**OOTROHON MAN NI JOE.**

**BÍLANG**

**BIBILANGON KO.**

**BIBILANGON MAN NI JOE.**

**BAKÁL**

**HILÍNG**

**KUÁ**

**DARÁ**

Just cook it.

**LUTOON MO SANA.**

Just buy it.

**BAKALON MO SANA.**

Just choose it.

**PILION MO SANA.**

Just do it again.

**OTROHON MO SANA.**

Just answer it.

**SIMBAGON MO SANA.**

Just open it.

**ABRIHON MO SANA.**

Just make it.

**GIBOHON MO SANA.**

**LULUTOON KO?**  
"Shall I cook it?"

**IYO. LUTTOON MO SANA.**  
"Yes, Just cook it."

**SISIMBAGON KO?**

**IYO. SIMBAGON MO SANA.**

**OOTROHON KO?**

**IYO. OTROHON MO SANA.**

-etc.-

IX.

TÂNO (NGATA) TA DAI MO DAI KO OOTROHON TA HABO.  
OOTROHON?  
"Why won't you repeat it?" "I won't repeat it because  
I don't want to."

CUE  
DARA

TÂNO (NGATA) TA DAI MO DAI KO DADARAHON TA HABO.  
DADARAHON?

SIMBAG

HILING

KUA

BILANG

KAKAN

INUM

GIBO

SULAT

BASA

INUM

DAI NIYA IINUMON KAYÂ IINUMON KO SANA.  
"He's not going to drink it, so I'll just drink it."

BASA

DAI NIYA BABASAHON KAYÂ BABASAHON KO SANA.  
"He's not going to read it so I'll just read it."

SIMBAG

KUA

GIBO

SULAT

DARA

BAKAL

LUTO

DAI KO LULUTOON TA LULUTOON NIYA.  
"I'm not going to cook it because he'll cook it."

GIBO

BASA -etc.-

LESSON ELEVEN

I.

A: SIR, SI LAVENDERÁ ANÍON.  
PIGDARÁ NIYÁ SI MGÁ KUNYÁN MO.

A: Sir, the laundrywoman's here.  
She brought your whatchamacallites.

B: TALAGÁ? SÍGE, TARAMÁN MO  
SIYÁNG DUMÁGOS.

B: Really? All right, tell  
her to come in.

II. If TARAMÁN MO SIYÁ means "Tell her/tell it to her"  
DARAHÁN MO SIYÁ means "Take it to her"

how would the following be said:

	Student
Write (it) to her.	<u>SULATÁN MO SIYÁ.</u>
Read (it) to her.	<u>BASAHÁN MO SIYÁ.</u>
Say it to her.	<u>SABÍHAN MO SIYÁ.</u>
Pay (it to) her. ( <u>BAYAD</u> )	<u>BAYÁDAN MO SIYÁ.</u>

If TATARAMÁN KO SIYÁ means "I'll tell (it to) her."  
then:

I'll take it to her.	<u>DADARAHÁN KO SIYÁ.</u>
I'll write to her.	_____.
I'll read to her.	_____.
I'll say it to her.	_____.
I'll pay (it to) her.	_____.

If BAKALÁN MO SIYÁ means "Buy (X) from him"

then: Get it from him.	_____.
Borrow from him. ( <u>SUBLI</u> )	_____.
Drink from this.	_____.
Eat from this.	_____.
I'll buy from him.	_____.
I'll get (it) from him.	_____.
I'll borrow from him.	_____.
I'll drink from this.	_____.
I'll eat from this.	_____.

III.

CUE

1

BAKAL

BAKALÓN MO!  
"Buy it."

SULAT

SULÁTON MO.  
"Write it."

DARA

KUA

BAYAD

BASA

SUBLI

2

PERO BAKALÁN MO SIYA.  
"But buy it from her."

PERO SULÁTAN MO SIYA.  
"But write (it) to her."

1

BAKAL

SIGE, BABAKALÁN KO SIYA.  
"Okay, I'll buy from her."

SULAT

DARA

KUA

BAYAD

BASA

SUBLI

IV.

WRITE HER.

WRITE ME.

WRITE THEM.

WRITE US.

WRITE ROGER.

BUY FROM ME.

HER

THEM

US

GLORIA

HIM

TELL HER.

ME

US

THEM

HIM

LITA

SULATAN MO SIYA.

SULATAN MO AKO.

SULATAN MO SINDA.

SULATAN MO KAMI.

SULATAN MO SI ROGER.

BAKALAN MO AKO.

BAKALAN MO SIYA.

BAKALAN MO SINDA.

BAKALAN MO KAMI.

BAKALAN MO SI GLORIA.

BAKALAN MO SIYA.

TATARAMAN MO SIYA.

TATARAMAN MO AKO.

TATARAMAN MO KAMI.

TATARAMAN MO SINDA.

TATARAMAN MO SIYA.

TATARAMAN MO SILLITA.

-etc.-

V. Add: TA-KA ("I...YOU")

CUE

1

2

SULAT

MASÚLAT KA? IYÓ. SUSULÁTAN TA KA.  
"Will you write?" "Yes, I'll write you."

BAKAL

BAYAD

SUBLI

TARAM

KUA

BASA

SULAT

VI.

Teacher

Student

DAI NA KITANG CAFÉ. IGWANG  
CAFÉ DIMAH SA SARI-SARI NI  
JOSF. (BAKAL)

DI, BABAKALÁN KO SIYÁ.

"ANGRY" SI JOSF TA DAI KA  
DIA MAGUMAN SA HARONG NIYA  
NGUNYAN NA BANGGI.  
(TARAM)

DI, TATARAMÁN KO SIYÁ.

DAI NA KITANG KWETA.  
IGWANG KWETA SI STEVE.  
(SUBLI)

DI, SUSUBLÍ-AN KO SIYÁ.

"LONELY" SI GIRLFRIEND MO.  
DAI KA DAA nakuksulet.  
(SULAT)

DI, SUSULÁTAN KO SIYÁ.

- etc. -

---

DAI KA DAA NAKA-ADAL NIN  
BIKOL, SAKA IGWANG TTST SA AGA.  
(ADAL)

A-ADALON KO SANA.

IWING SIRA, HALCY NA DIGDI SA  
KESINA, ANO? (LUTO)

LULUTO-ON KO SANA.

HAFN AN LIBRO KO? GUSTO KONG  
BASAON. (HANAP)

HANAPON KO SANA.

MOS NA, MAGDUMAN NA KITA SA  
DAGAT. PERO DAI AKO MAKAKA-DARA  
NIN NGA BASKIT. (DARA)

DADAPAHON KO SANA.

-etc.-

VII. "HOUSEHOLD" VERBS TAKING -AN AFFICES:

HUGAS (wash)  
TRAPO (wipe, dust)  
SAMHUD (sweep)  
PAHID (wipe)  
LAMPASO (scrub)  
SIRA (close)  
ABRI (open)

PLATO (plate)  
LAMFSA (table)  
SALOG (floor)  
PINTO (door)  
BINTANA (window)

Teacher

HUGAS/ PLATO  
TRAPO/ LAMFSA  
SAMHUD/ SALOG  
PAHID/ LAMFSA  
LAMPASO/ SALOG  
SIRA/ PINTO  
ABRI/ BINTANA

Student

HUGASAN MO DAW AN MGA PLATO.  
TRAPOHAN MO DAW AN LAMFSA.  
SAMHUDAN MO DAW AN SALOG.  
PAHIDAN MO DAW AN LAMESA.  
LAMPASOHAN MO DAW AN SALOG..  
SIRAHAN MO DAW AN PINTO.  
ABRIHAN MO DAW AN BINTANA.

SITUATION :

A number of Americans, living together in a small home by a dusty road, are feeling in an imperative mood. They ask their houseboy to do various things, but, the Americans being also in a contrary mood, cancel each other's orders and try to have each's personal concern taken care of first.

F.G.

- A: HUGASAN MO DAW AN MGA PLATO, \_\_\_\_\_.
- B: DAI MO PAGHUGASAN AN MGA PLATO.  
TRAPOHAN MO DAW AN LAMFSA.
- C: DAI MO PAGTRAPOHAN AN LAMESA.  
LAMPASOHAN MO SANA AN SALOG.
- D: DAI MO PAGLAMPASOHAN AM SALOG...

-etc.-

VIII. SITUATION : You (all) are assigned in a small town in the east of Albay province, where you have been only three weeks. During these three weeks you have heard of some petty thefts in the neighborhood. A large box of miscellaneous items - books, tools, sports equipment, glasses, utensils, games, a nearly complete set of Chira - a relic of an early Peace Corps groups, has been discovered and is being aired out in front of the house.

A terribly shy little child of nine or ten is handling some of the items in the open crate. The Americans call his attention, and, when they see his extreme shyness and fear, they try to bring him out by talking to the child in Bikol, trying to hit upon something that will make the child more comfortable, more talkative, less afraid.

The part of the shy child is played by the instructor.

IX.

CUE

1

2

BASA

BABASAHON MO AN LIBRO?  
"Are you going to read  
the book?"

PIGBASA KO NA.  
"I already read it."

LUTO

LULUTÓ-ON MO AN \_\_\_\_?  
"Are you going to cook  
the \_\_\_\_?"

PIGLUTÓ KO NA.  
"I already cooked it."

GIBO

GIGIBÓHON MO AN \_\_\_\_?

PIGGIBO KO NA.

BAKAL

DARA

SULAT

INUM

SULAT

SUSULÁTAN MO SIYÁ?  
"Are you going to  
write her?"

PIGSULÁTAN KO NA SIYÁ.  
"I already wrote her."

BAYAD

BABAYADAN MO SIYÁ?

PIGBAYADAN KO NA SIYÁ.

SUBLI

SUSUBLÍ-AN MO SIYÁ?

PIGSUBLÍ-AN KO NA SIYÁ.

TARAM

DARAI

BASA

BAKAL

X.

CUE

1

2

SULAT

PIGSÚLAT MO NA?  
"Did you already  
write it?"

PIGSUSÚLAT KO PA.  
"I'm still writing it."

BASA

PIGBÁSA MO NA?

PICEBÁSA KO PA.

INUM

LUTO

SIMBAG

GIBO

ADAL

SULAT

PIGSULÁTAN MO NA SIYÁ?  
"Did you already  
write her?"

PIGSUSULÁTAN KO PA SIYA.  
"I'm still writing her."

BAYAD

PIGBAYÁDAN MO NA SIYÁ?

PIGBABAYÁDAN KO PA SIYA.

SUBLI

TARAM

DARA

BAKAL

LESSON TWELVE

This lesson is to be a review - the length of a normal lesson - covering the structures and vocabulary presented in the last eleven lessons. The review, designed by the instructor, will focus on limited conversation, simple questions and answers, and role-playing (with appropriate new vocabulary).